
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

HANDBOOK 2005–2006

The information contained in the *NASM Handbook 2005-2006* is current as of February 2005. The text incorporates all revisions ratified by the NASM Board of Directors and Membership during the 2003 and 2004 Annual Meetings.

Readers are encouraged to consult the [NASM web site](#) for the latest information concerning policies, procedures, and proposed and/or approved standards revisions.

Institutions undergoing review for accreditation or reaccreditation should refer to NASM's web site for the most recent guidance and procedures for self-study and preparations for an on-site review. Information and all applicable forms and procedures documents can be found within the section titled "Membership Procedures."

Additional print copies of the *Handbook* may be ordered at a charge of \$20 per copy including shipping and handling from the [NASM web site](#) — <http://nasm.arts-accredit.org>.

NATIONAL OFFICE:
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

Telephone:
(703) 437-0700

Facsimile:
(703) 437-6312

E-mail:
info@arts-accredit.org

Web Site:
<http://nasm.arts-accredit.org>

Information contained herein concerning programs, procedures, requirements, standards, and fees is subject to change without notice by the appropriate body of the Association.

<p>Copyright © 2005 by the National Association of Schools of Music All rights reserved including the right to reproduce this book or parts thereof in any form.</p>
--

ISSN 0164-2847

TABLE OF CONTENTS

Foreword	3
Constitution	5
Bylaws	7
Code of Ethics	21
Rules of Practice and Procedure	25
Standards and Guidelines for Accredited Institutional Membership	45
Standards for Baccalaureate and Graduate Degree-Granting	
Institutions and Programs	51
I. Basic Criteria for Membership	51
II. Operational Standards	52
III. Requirements for Admission to Curricula Leading to Baccalaureate Degrees in Music	68
IV. Policies Regarding the Application of Baccalaureate Standards.....	68
V. General Standards for Graduation from Curricula Leading to Baccalaureate Degrees in Music	70
VI. Standards for the Liberal Arts Degree with a Major in Music	71
VII. Competencies Common to All Professional Baccalaureate Degrees in Music and to All Undergraduate Degrees Leading to Teacher Certification	73
VIII. Competencies, Standards, Guidelines, and Recommendations for Specific Baccalaureate Degrees in Music.....	75
A. Bachelor of Music in Performance	76
B. Bachelor of Music in Music Theory	77
C. Bachelor of Music in Composition	78
D. Bachelor of Music in Music History and Literature	78
E. Bachelor of Music in Sacred Music.....	79
F. Bachelor of Music in Jazz Studies	80
G. Bachelor of Music in Pedagogy.....	81
H. Baccalaureate Degree in Music Therapy	81
I. Baccalaureate Degree in Music Education	83
J. Five-Year Program in Music Education	86
K. Undergraduate Curricula Involving Intensive Studies in Music and in Other Fields.....	87
IX. General Standards for Graduate Programs in Music	87
X. General Requirements for Admission to Graduate Study	91
XI. Master’s Degrees.....	92
XII. Requirements for Specific Master’s Degrees	93
A. Composition.....	93
B. Performance.....	93
C. Opera Performance	93
D. Pedagogy	94
E. Accompanying, Chamber Music, Collaborative Keyboard	94
F. Conducting.....	94
G. Music Education	94
H. Music History and Musicology.....	94
I. Sacred Music	95
J. Music Theory.....	95
K. Theory-Composition.....	95
L. Music Therapy	95
M. Jazz Studies.....	96
XIII. Specialist Programs	96

XIV. Doctoral Degrees in Music.....	96
XV. Instructions for Schools Planning to Offer Either a Master’s or a Doctoral Degree Program for the First Time	98
Music in General Education.....	99
Standards for Community/Junior Colleges and Associate Degree Programs	100
I. Basic Criteria for Membership	100
II. Operational Standards	101
III. Standards for Two-Year Degree-Granting Programs.....	117
IV. Standards for the General Enrichment Program.....	117
V. Standards for the Music Major Transfer Program.....	118
VI. Standards for Two-Year Vocational Program	119
Standards for Non-Degree-Granting Institutions and Programs	121
I. Basic Criteria for Membership	121
II. Operational Standards	122
III. General Content Standards.....	134
IV. Standards for Community Education Institutions and Programs	135
V. Standards for Postsecondary Professional Programs.....	136
VI. Standards for Specific Non-Degree-Granting Certificates and Diplomas.....	137
VII. Standards for Boarding or Day Schools Offering General Education.....	140
Note About Appendices	141
Appendix I.A—Specific Operational Standards for All Institutions of Higher Education for Which NASM Is the Designated Institutional Accreditor.....	142
Appendix I.B—Specific Operational Standards and Procedures for Proprietary Schools	150
Appendix I.C—Standards and Guidelines for Opera and Musical Theatre Programs.....	152
Appendix I.D—Standards and Guidelines for the Education and Training of Orchestral Conductors	162
Appendix I.E—Guidelines Statement Concerning Studies in Music/Business/Arts Administration	167
Appendix I.F—Standards for Baccalaureate Curricula Combining Studies in Music and Electrical Engineering	171
Appendix II.A—NASM Guidelines Concerning Music in General Education	179
Appendix II.B—Advisory Statement on Undergraduate Minors in Music.....	184
Appendix II.C—Advisory Statement on American Music	186
Appendix III.A—Code of Good Practice for the Accreditation Work of NASM.....	187
Appendix III.B—Policies Concerning Listings in the NASM <i>Directory</i>	190
Appendix III.C—Baccalaureate Degrees in the Arts Disciplines	193
Appendix III.D—Policies Concerning Regard for Decisions of States and Other Accrediting Organizations in the NASM Accreditation Process	195
Appendix III.E—Commission Time Guidelines for Interpreting the Continuous Deferral Policy.....	197
Appendix IV.A—Procedures for the Joint Accreditation of Community Education Programs Affiliated with Degree-Granting Music Units	198
Appendix IV.B—Procedures for Joint Evaluations: NASAD, NASD, NASM, NAST.....	202
Appendix IV.C—Procedures for Joint Evaluation by NASM and the Regional Accrediting Associations.....	209
Appendix IV.D—Supplemental Annual Reports for Institutions for which NASM is the Institutional Accreditor: Staff and Commission Procedures	213

FOREWORD

The National Association of Schools of Music was founded in 1924 for the purpose of securing a better understanding among institutions of higher education engaged in work in music; of establishing a more uniform method of granting credit; and of setting minimum standards for the granting of degrees and other credentials. It is incorporated in the State of Ohio as a not-for-profit organization. The work of the Association during its early years was financed largely by the Carnegie Corporation of New York. In November of 1975, representatives of member institutions ratified proposals creating a category of membership for non-degree-granting institutions.

The National Association of Schools of Music has been recognized by the United States Department of Education as the agency responsible for the accreditation of all music curricula. The Association has also been recognized by the Council on Higher Education Accreditation and is a member of the Association of Specialized and Professional Accreditors. NASM maintains a formal consultative relationship with the Association Européenne des Conservatoires. NASM is a constituent member of the American Council on Education. In the field of teacher education, the Association cooperates with the National Council for Accreditation of Teacher Education. The services of the Association are available to all types of degree-granting institutions in higher education and to non-degree-granting institutions offering pre-professional programs or general music training programs. Membership in the Association is on a voluntary basis.

A general statement of aims and objectives follows:

1. To provide a national forum for the discussion and consideration of concerns relevant to the preservation and advancement of standards in the field of music in higher education.
2. To develop a national unity and strength for the purpose of maintaining the position of music study in the family of fine arts and humanities in our universities, colleges, and schools of music.
3. To maintain professional leadership in music training and to develop a national context for the professional growth of the artist.
4. To establish minimum standards of achievement in music curricula without restricting an administration or school in its freedom to develop new ideas, to experiment, or to expand its program.
5. To recognize that inspired teaching may rightly reject a “status quo” philosophy.
6. To establish that the prime objective of all educational programs in music is to provide the opportunity for every music student to develop individual potentialities to the utmost.

In the context of educational institutions, artistic and academic quality are:

- Developed primarily by individual students, faculty, and administrators.
- Produced by focusing on one or more disciplines, bodies of content, or processes.

- Enabled by fundamental capabilities, clear purposes, high aspirations, and sufficient time and supporting resources.
- Exemplified in a work or works in one or more disciplines.
- Evaluated in terms of past and current exemplary work in one or more fields.
- Present institutionally and programmatically when individuals achieve at high levels consistently over long periods.

Accreditation and other services of NASM support artistic and academic excellence with:

- Threshold standards that define the fundamentals of quality and thus provide a framework supporting specific institutional and individual purposes.
- Review procedures that evaluate relationships among purposes, music and other disciplines, capabilities, aspirations, and resources, all in the context of each institution's mission and achievements.
- An approach that encourages connections and integrations between artistic and academic achievement.
- A philosophy that promotes creativity in the definition, pursuit, and evaluation of artistic and academic quality.

CONSTITUTION

ARTICLE I NAME

The name of the Association shall be the National Association of Schools of Music.

ARTICLE II PURPOSES

The purpose of the Association shall be:

1. To advance the cause of music in American life and especially in higher education.
2. To establish and maintain threshold standards for the education of musicians, while encouraging both diversity and excellence.
3. To provide a national forum for the discussion of issues related to these purposes.

ARTICLE III POWERS

It is understood that all decisions of the Association bearing on the policy and management of schools of music are to be advisory in character.

ARTICLE IV MEMBERSHIP

Accredited institutional membership shall be open to institutions in the United States, meeting the qualifications and requirements of the Association. Individual membership shall be open to all individuals interested in the activities of the Association. Honorary membership shall be open to individuals meeting the qualifications of the Association.

Each institutional member shall have one vote, and shall designate a voting delegate to the Association.

ARTICLE V DUES

To meet the expenses of the Association, an annual fee shall be paid by each member, the amount to be determined by the Association on the recommendation of the Board of Directors.

ARTICLE VI GOVERNMENT

Section 1. The government of the Association shall be vested in the Board of Directors, its Officers, and the Executive Committee of the Board of Directors.

Section 2. The membership of the Association shall be divided into geographical regions and each region shall have a Chairman.

**ARTICLE VII
COMMISSIONS AND COMMITTEES**

Section 1. There shall be a Commission on Accreditation.

Section 2. Other Committees and Commissions may be established to carry on the programs of the Association.

**ARTICLE VIII
ELECTIONS**

There shall be an annual election with a slate of officers to be prepared by a Nominating Committee.

**ARTICLE IX
MEETINGS**

There shall be an annual meeting of the Association and an annual meeting of the Board of Directors, and such special meetings of the Association, its Board of Directors, its Executive Committee, and Commissions as may be deemed appropriate.

**ARTICLE X
LEGAL STATUS OF THE ASSOCIATION**

In order to comply with the articles of incorporation of the State of Ohio, under whose laws the Association is incorporated, the President, Secretary, and Treasurer of the Association shall serve as a Board of Trustees, provided, however, that one of these officers is a resident of the State of Ohio. Should none of these three officers be a resident of that State, the number of Trustees shall be increased to four, the fourth member to be a resident of Ohio and to be appointed by the President within thirty days of the time when the need of this fourth member becomes apparent.

**ARTICLE XI
DISPOSITION OF ASSETS**

In the event that this Association should ever be dissolved and cease to exist, the Board of Trustees shall have the power and is hereby authorized to dispose for cash of all property and securities belonging to the Association. The amount of such cash less necessary expenses shall be added to any existing bank balance on hand. The total sum shall at the discretion of the Trustees holding office at the time of dissolution be spent for some educational project in the field of music, this action to be taken within approximately one year from date of dissolution. If during this period of one year, one or more of the Trustees should cease to function for any reason, the remaining Trustees are hereby authorized and directed to elect a new Trustee or Trustees from representatives of member institutions at the time of said dissolution.

**ARTICLE XII
AMENDMENTS**

The constitution of the Association may be amended by a two-thirds vote of the membership present and voting at any annual meeting, provided a written notice of the proposed amendment be sent to all institutional members at least two weeks before the said meeting.

BYLAWS

ARTICLE I MEMBERSHIP

Section 1. Accredited Membership. Institutions meeting Association standards for accreditation shall be accorded membership in the categories outlined below. Institutions eligible to apply for membership include independent music schools, colleges, universities, two-year institutions, and institutions offering graduate work only.

- A. Baccalaureate and Graduate Degree-Granting Institutional Membership.** A baccalaureate and/or graduate degree-granting institution meeting the standards of the Association for all music curricula which it offers and demonstrating compliance with the Code of Ethics is granted Baccalaureate and Graduate Degree-Granting Membership.

All institutions filing successful initial applications for accreditation are granted a five-year period of accreditation.

After the first five-year period, it is the policy of the Association to re-examine Baccalaureate and Graduate Degree-Granting Members on a ten-year cycle. However, the Commission on Accreditation has the authority to require re-examination at any time upon prior notification of the institution.

- B. Community/Junior College Membership.** A community or junior college may be granted membership in the Association if its curricula and resources are equivalent to the first two years of an accredited four-year institution, and it demonstrates interest in improvement and maintenance of standards and ethical practice through periodic evaluation.

All institutions filing successful initial applications for accreditation are granted a five-year period of accreditation.

After the first five-year period, it is the policy of the Association to re-examine Community/Junior College Members on a ten-year cycle. However, the Commission on Community/Junior College Accreditation has the authority to require re-examination at any time upon prior notice to the institution.

- C. Non-Degree-Granting Institutional Membership.** Institutional membership may be granted to non-degree-granting institutions, precollegiate or postsecondary, meeting the standards of the Association, demonstrating compliance with the Code of Ethics, and demonstrating interest in improvement and maintenance of standards and ethical practice through periodic evaluation.

All institutions filing successful initial applications for accreditation are granted a five-year period of accreditation.

After the first five-year period, it is the policy of the Association to re-examine Non-Degree-Granting Institutional Members on a ten-year cycle. However, the Commission on Non-Degree-Granting Accreditation has the authority to require re-examination at any time upon prior notification of the institution.

- D. Associate Membership.** An institution applying for membership for the first time, meeting all curricular standards and a substantial portion of all other standards of the Association in one of the three categories of membership, and showing promise of being able to meet completely the Association's standards applicable to music curricula which it offers, may

be granted Associate Membership and be listed as such in the *Directory*. Associate Membership is valid for up to five years. At the end of this period, such schools will be evaluated and required to satisfy criteria for membership in the appropriate category. The next re-evaluation will be scheduled after a five-year period. Following that, the ten-year re-evaluation cycle will be applicable.

Section 2. Individual Members. Individual membership will be granted to any musician or educator of recognized standing. Individual members have no vote.

Section 3. Honorary Members. The Board of Directors may confer honorary membership on an individual of high professional qualification. Honorary members are exempt from dues and have no vote.

Section 4. Special Statuses.

A. Administrative Warning Status. Institutions failing to (1) pay dues or meet other financial commitments, (2) file annual reports, (3) apply for accreditation re-evaluation after due notice, (4) provide any timely response to requests of the accrediting Commissions or the Committee on Ethics, or (5) maintain administrative requirements of the NASM Code of Ethics or the NASM Rules of Practice and Procedure may be placed on administrative warning by the appropriate accrediting Commission. Before this action is taken, the accrediting Commission shall send a show-cause letter requesting (1) remediation of the problem, or (2) an explanation of why administrative warning should not be invoked. Administrative warning status may extend from one to twelve months, and is removed as soon as the administrative issue is resolved. Failure to resolve the issue may result in revocation of Membership.

Administrative warning status is not a negative action and is not published. Institutions with administrative warning status retain accredited institutional Membership and thus do not lose their voting or other rights and responsibilities.

B. Probationary Status. Any accredited member (1) failing to maintain the required standards, (2) failing to respond satisfactorily to the requests of the appropriate accrediting Commission, or (3) found to be in violation of qualitative aspects of the Code of Ethics or Rules of Practice and Procedure may be placed on probation with notice of right to request reconsideration. The probationary period shall extend not fewer than five months or more than five years, the specific period to be determined by the Commission(s) at each time such action is taken. A self-evaluation and visitation may be required for the removal of probation. Probationary status is not published until the probationary period extends beyond one year; however, notice of probation is forwarded to the U.S. Secretary of Education within 30 days, and thus becomes public in cases where NASM serves as the designated institutional accreditor. Institutions on probation do not lose their accredited status, nor their voting or other rights and responsibilities.

C. Suspension of Accreditation Status. This status can be applied only to independent institutions of higher education for which NASM is the designated institutional accreditor. It cannot be applied to institutions with regional or other nationally recognized institutional accreditation. Automatic suspension of accreditation will occur under the following circumstances:

1. The filing of Chapter 11 or Chapter 7 bankruptcy proceedings by the institution;

2. Change in ownership or major change in control without previous notice as stipulated in NASM policies, standards, and procedures for such institutions;
3. The establishment without prior notice of a branch campus or other entity offering degrees and programs eligible for accreditation by NASM, or significant expansion of affiliative uses of the institution's name without prior notice.

Following automatic suspension, accreditation may be reinstated only upon application to, and approval by the appropriate Commission. Because this suspension results without action or prior approval on the part of a Commission, this change in status does not constitute formal withdrawal of accreditation, and thus, is not a negative action that is subject to review of adverse decision or to appeal.

It is expected that institutions with automatic suspension status will regain their accredited status at the earliest feasible time, or resign from the Association. Failure to move expeditiously, or to establish an appropriate timeline for renewing accredited status, will result in revocation of Membership. Revocation of Membership is not automatic and must be approved by the appropriate accrediting Commission. Failure to move from suspended accreditation status to regular accreditation status within a period not to exceed the earlier of six months or the expiration of the institution's current accreditation period will cause the appropriate accrediting Commission to consider revocation of Membership.

When evidence concerning remediation of the reasons for automatic suspension is submitted and judged adequate by the appropriate Commission, reinstatement of accreditation is made, along with time and other stipulations for future reviews. If Commission action is not taken by the expiration of the previous grant of accreditation, the institution must then follow procedures for initiating accreditation.

Automatic suspension is not published, but notice is forwarded to the U.S. Secretary of Education if the suspension lasts more than 29 days. Institutions with automatic suspension status are suspended as members of the Association and thus lose their voting rights during the suspension period.

Section 5. Automatic Review. If any accredited member institution of the Association is dropped from the approved list by the U.S. Department of Education, the state Board of Education, or the accredited list of its regional or other institutional accrediting agency, it shall have its status reviewed by the appropriate accrediting Commission. Additional conditions for automatic review applied to institutions for which NASM is the designated institutional accreditor are found in Appendix I.A, "Specific Operational Standards for All Institutions of Higher Education for which NASM Is the Designated Institutional Accreditor." If, as the result of such automatic review, Membership in the Association is revoked, the institution may be reinstated only after an application has been approved by the appropriate accrediting Commission through regular NASM procedures for renewal of Membership.

Section 6. Revocation of Membership. Member institutions failing to maintain the required standards, or failing to respond appropriately to administrative warning status, suspension of accreditation status, or probationary status, may have their Membership revoked by vote of the appropriate accrediting Commission, with notice of right to request reconsideration and right to appeal. Such schools may apply for reinstatement through the usual Membership procedures of the Association. A request for readmission to Membership will not be considered until two years have elapsed and until any previous financial obligations of the applicant institution to the Association have been satisfied. Final action to revoke Membership is published and notice is forwarded to the U.S. Secretary of Education within 30 days of final action.

Section 7. Requests for Reconsideration and Appeals. The Association shall provide recourse procedures for accreditation and other decisions as outlined in Articles VIII through X of the Rules of Practice and Procedure.

ARTICLE II DUES

Section 1. Annual dues for institutional members are scaled according to the following categories: (1) non-degree-granting institutions and community/junior colleges, (2) schools that offer the baccalaureate degree in music and/or music education, (3) schools that offer work through the master's degree in music and/or music education, or that offer graduate work only, and (4) schools that offer programs in music and/or music education through the doctorate. From the base of the previous year, the dues in each category will rise at the rate of the Higher Education Price Index (HEPI) plus two percent. However, upon recommendation from the Treasurer after consultation with the Finance Committee, the Executive Committee shall have the power to set the dues no less than one percent below the HEPI and no more than two percent above the HEPI.

Single degree-granting institutions having separately accredited non-degree-granting divisions are responsible for fifty percent of the annual dues assessed for non-degree-granting institutions in addition to appropriate dues payments for their degree-granting units.

The annual dues of individual members are set by the Board of Directors. All dues are payable upon notification of election to Membership and annually thereafter on September 1.

Section 2. Notice of non-payment of dues shall be sent to delinquent members on November 15 of each year. If the dues of any member remain unpaid on February 15 next following, said membership shall automatically cease. Resignation shall not be accepted from delinquents.

Section 3. The fiscal year of the Association shall be from September 1 of one year through August 31 of the following year.

ARTICLE III GOVERNMENT

Section 1. Officers. The officers shall be a President, Vice President, Treasurer, Secretary, the Executive Director (ex officio) and nine Regional Chairs. With the exception of the Executive Director, officers shall be the official representatives of member institutions.

Section 2. Duties of Officers.

- A. President.** The President shall act as the chief executive officer of the Association. The President shall preside at all general meetings of the Association, meetings of the Board of Directors, the Board of Trustees, and at meetings of the Executive Committee. The President shall have the power to establish committees with the consent of the Executive Committee or at their request, or at the request of the Board of Directors. The President shall appoint personnel to fill the committee and Commission vacancies not otherwise provided for in the Constitution and Bylaws. The President shall perform all other duties pertaining to this office. The President shall be an authorized signer of Association checks, and shall serve on the Finance Committee of the Association with the Treasurer and Executive Director.

B. Vice President. The Vice President shall serve as advisor to the President and shall substitute for the President in his absence or inability to serve. The Vice President shall act as coordinator of regional activities and shall chair meetings of the Regional Chairs when such meetings are held. Normally, the Vice President shall be nominated for the presidency at the expiration of his term as vice president.

C. Treasurer. The Treasurer shall be responsible for the proper stewardship of Association funds. The Treasurer shall be bonded and shall present a report based on the past fiscal year to the Association at each Annual Meeting or at any other time a report may be requested by the Executive Committee or by the Board of Directors. In conjunction with the Executive Director, the Treasurer shall prepare the proposed annual budget, arrange for a yearly audit of the books by a Certified Public Accountant, and be responsible for an itemized account of all receipts, expenditures, and investments. The Treasurer shall perform all other duties pertaining to this office.

The Treasurer shall be an authorized signer of Association checks and shall serve on a Finance Committee with the President and the Executive Director to act for the Executive Committee in any financial emergency requiring prompt settlement.

D. Secretary. The Secretary shall take the minutes of the Annual Meeting, meetings of the Board of Directors, and meetings of the Executive Committee.

Section 3. Board of Directors.

The Board of Directors shall be composed of the Officers (as defined in Article III, Section 1 above), the immediate past President, the Chair and the Associate Chair of the Commission on Accreditation, the Chairs of the Commissions on Community/Junior College Accreditation and Non-Degree-Granting Accreditation, and three Public Members. With the exception of the Public Members, the Board shall be appropriately balanced to represent a variety of music backgrounds and perspectives. The Executive Director shall be an ex officio, non-voting member of the Board of Directors.

The Public Members of the Board shall represent the public interest. During meetings of the Board, Public Members shall have full privileges of the floor and full voting powers. Public Members shall be appointed by the President in consultation with the Executive Committee. The terms of Public Members shall be one year and may be renewed upon the recommendation of the Executive Committee. Public Members shall serve no more than six consecutive years.

The Board of Directors shall:

- A. Act in an advisory capacity to the Executive Committee in its jurisdiction over and responsibility for the executive functions of the Association;
- B. Establish and revise the Rules of Practice and Procedure in the *NASM Handbook* following consultation with accredited institutional members;
- C. Review the annual report of the Association's financial position as prepared by the Association's official auditors;
- D. Vote on reports, actions, and suggestions concerned with Association policies and procedures approved by various committees before they are presented to the Association for final action;
- E. Establish written procedures for hearing an appeal of a decision by an NASM Commission if that decision denies or revokes or terminates accredited institutional Membership.

Section 4. Executive Committee. The executive body of the Board of Directors shall be the Executive Committee composed of the President, Vice President, Treasurer, Secretary, the Chair of the Commission on Accreditation, the Associate Chair of the Commission on Accreditation, and the Executive Director (ex officio and nonvoting).

The Executive Committee shall:

- A. Implement the policy recommendations of the Board of Directors;
- B. Exercise the executive policy functions of the Association;
- C. Monitor the effectiveness of the Constitution, Bylaws, Code of Ethics, Rules of Practice and Procedure, and Standards for Accreditation, and approve the procedures for their revision;
- D. Possess controlling management of the affairs, funds, and properties of the Association not otherwise provided for;
- E. Approve the annual budget and engage in long-range financial planning for the Association;
- F. Appoint an Executive Director and prescribe his or her duties and compensation.

Section 5. Regional Organization. For such purposes as may arise from time to time, the membership of this Association shall be divided into nine regions, constituted as follows:

<i>Region 1</i>	<i>Region 4</i>	<i>Region 7</i>
Arizona	Illinois	Florida
California	Iowa	Georgia
Hawaii	Minnesota	North Carolina
Nevada	Wisconsin	Puerto Rico
New Mexico		South Carolina
Utah	<i>Region 5</i>	Virginia
	Indiana	
<i>Region 2</i>	Michigan	<i>Region 8</i>
Alaska	Ohio	Alabama
Idaho		Kentucky
Montana	<i>Region 6</i>	Mississippi
Oregon	Connecticut	Tennessee
Washington	Delaware	
	District of Columbia	<i>Region 9</i>
<i>Region 3</i>	Maine	Arkansas
Colorado	Maryland	Louisiana
Kansas	Massachusetts	Oklahoma
Missouri	New Hampshire	Texas
Nebraska	New Jersey	
North Dakota	New York	
South Dakota	Pennsylvania	
Wyoming	Rhode Island	
	Vermont	
	West Virginia	

- A. **Officers.** Each Region shall have a Chair, Vice Chair, and Secretary.
- B. **Duties of Officers.**
 - 1. **Chair.** The Chair shall preside at all meetings of the Region and shall serve on the Board of Directors of the Association.
 - 2. **Vice Chair.** The Vice Chair shall serve as advisor to the Chair and shall substitute for the Chair in his absence or inability to serve. Normally the Vice Chair shall be nominated as Chair at the expiration of his or her term as Vice Chair.
 - 3. **Secretary.** The Secretary shall be responsible for transmitting the minutes of regional meetings to the Regional Chair, the Vice President, and the Executive Director.
- C. **Meetings.** Meetings of representatives of member institutions in the regions shall take place as follows:
 - 1. An annual meeting concurrent with, and part of, the general Annual Meeting of the Association.
 - 2. Informal local consultation among member schools with common problems. Such consultations may result in recommendations for regional or national consideration.
 - 3. Meetings of representatives of member schools in any region may be called from time to time as need arises, on request of one or more members. The Regional Chair shall call such a meeting if 50% or more of the member schools in the region concur as to the need. Action shall be limited to regional problems, and shall not contravene the policies, procedures, or other decisions of the National Association.
 - 4. Regional Meetings may be called at the request of the Board of Directors.

ARTICLE IV COMMISSIONS AND COMMITTEES

Section 1. Commissions. There shall be (a) a Commission on Accreditation, (b) a Commission on Community/Junior College Accreditation, and (c) a Commission on Non-Degree-Granting Accreditation.

Members of the Commissions shall be elected by the members at large of the Association from individuals officially representing member schools. With the exception of the Public Members, the Commissions shall be appropriately balanced to represent a variety of music backgrounds and perspectives. The Nominating Committee should take into consideration the representation of the various types of educational institutions (e.g., public and private colleges and universities, junior colleges, women's colleges, conservatories, and teachers' colleges) on the Commissions with an appropriate geographical distribution.

Though the above procedure ensures a broad range of institutional perspectives, once elected, members of the Commissions shall act as individuals in accordance with the standards, policies, procedures, and autonomy of the Association. In conducting the business of Commissions, Commission members serve the interests of the Association. They shall not serve as representatives of types of institutions, regions, or other organizations, however defined. They shall hold in confidence the actions of the Commissions and the discussions leading to them.

There shall be Public Members to represent the public interest. Public Members shall be considered members of the Commissions and shall have full privileges of the floor and full voting

powers. The Commissions shall have three Public Members with assignments to specific Commissions at the discretion of the Executive Director. Public Members shall be appointed by the President in consultation with the Executive Committee. Once appointed, public members have no reporting responsibility to the President or to the Executive Committee regarding the work of the Commissions. Public members must keep the confidentiality required of all Commission members. The terms of Public Members shall be one year and may be renewed upon the recommendation of the Executive Committee. Public Members shall serve no more than six consecutive years.

- A. The Commission on Accreditation** shall consist of 18 elected members, 16 of whom shall be elected to serve terms of three years each. Commission members must have had experience as Visiting Evaluators. There shall be elected by the membership at large, a Chair of the Commission and an Associate Chair of the Commission, each of whom shall be elected for a three-year term. The Chair and Associate Chair must have served one or more terms on the Commission on Accreditation. The term as Chair or Associate Chair should be in addition to the time already served on the Commission. Normally, the Associate Chair shall be nominated as Chair at expiration of the term as Associate Chair.

The Chair, Associate Chair, and 16 members of the Commission shall be the official representatives of institutions with Membership in the Association as defined in Article I, Section 1, of the Bylaws.

Each of the 16 Commission members shall be elected in one of four categories: Baccalaureate, Master's, Doctorate, or At-Large. Each category contains four places. At-Large members of the Commission may be serving in any type of baccalaureate or graduate degree-granting institution. At the time of their election, members of the Baccalaureate category are from institutions granting no higher degree than the Baccalaureate; those in the Master's category, no higher degree than the Master's. At the time of their election, those in the Doctorate category are from institutions that grant the Doctorate. Once elected, Commission members work with the entire range of Commission business.

The Executive Director, with the advice and consent of the Executive Committee, shall have the power to assign elected Commission members to different categories under the guidelines above, if necessary for balance or for other purposes.

The duties of the Commission shall be to apply the accreditation and membership standards of the Association for baccalaureate and graduate institutions and programs. The Commission shall receive applications and determine the qualifications of institutions seeking Membership and, after thorough examination in accordance with Association procedures, take action on behalf of the Association. The Commission shall also have the power to investigate the maintenance of standards and the observation of published commitments in any member institution under its jurisdiction.

The Commission on Accreditation may consider applications for Membership from institutions offering only baccalaureate or only graduate work in music.

The Executive Director of the Association shall serve as Secretary for the Commission on Accreditation.

The Executive Director, with the advice and consent of the Executive Committee, shall assign elected Commission personnel to an advisory group, normally on an annual basis.

The Executive Director or his agent shall serve as Secretary of the advisory groups.

- B. The Commission on Community/Junior College Accreditation** shall consist of three elected members, two of whom shall be elected to serve terms of three years each. Commission members should have had experience as visiting evaluators.

There shall also be elected by the membership at large a Chair of this Commission who shall be elected for a three-year term and shall be eligible for re-election for one additional term. The Chair should have served one or more terms on one of the Commissions. The term or terms as Chair should be in addition to the time already served on a Commission.

The duties of the Commission shall be to apply the accreditation and membership standards of the Association for community/junior colleges and associate degree programs. The Commission shall receive applications and determine the qualifications of institutions seeking membership and, after thorough examination in accordance with Association procedures, take action on behalf of the Association. The Commission shall also have the power to investigate the maintenance of standards and the observance of published commitments in any member institution under its jurisdiction.

The Executive Director of the Association or his agent shall serve as Secretary for the Commission on Community/Junior College Accreditation.

- C. The Commission on Non-Degree-Granting Accreditation** shall consist of three elected members, two of whom shall be elected to serve terms of three years each. Commission members should have had experience as visiting evaluators.

There shall also be elected by the membership at large a Chair of this Commission who shall be elected for a three-year term and shall be eligible for re-election for one additional term. The Chair should have served one or more terms on one of the Commissions. The term or terms as Chair should be in addition to the time already served on a Commission.

The duties of the Commission shall be to apply the accreditation and membership standards of the Association for non-degree-granting institutions and programs. The Commission shall receive applications and determine the qualifications of institutions seeking membership and, after thorough examination in accordance with Association procedures, take action on behalf of the Association. The Commission shall also have the power to investigate the maintenance of standards and the observance of published commitments in any member institution under its jurisdiction.

The Executive Director of the Association or his agent shall serve as Secretary for the Commission on Non-Degree-Granting Accreditation.

Section 2. The Committee on Ethics shall consist of three members from among the institutional representatives to the Association who shall be elected to serve terms of three years each. At each annual meeting one member shall be elected to fill the vacancy caused by the completed term of the retiring member. The Executive Director or his agent shall be the Recorder for the Committee on Ethics. The Recorder shall have no vote.

The Committee shall choose its own Chair each year at the time of the Annual Meeting. The Committee on Ethics shall act upon all questions regarding any violations and penalties for violations of any Article of the Code by members of the Association, it being understood that before any final action or penalty can be imposed upon a member, the action of the Committee on Ethics must be approved by the Commission(s) having appropriate jurisdiction, this as outlined in Article VII, Section 1 of the Rules of Practice and Procedure.

The infraction of any Article of the Code of Ethics shall be reported to the Executive Director, such report including specific charges and evidence in support thereof. The Executive Director shall then follow the Procedures for Reviewing Complaints Directed Against Member Institutions of the National Association of Schools of Music (Article VII, Rules of Practice and Procedure).

ARTICLE V ELECTIONS AND APPOINTMENTS

Section 1. Nominating Committee. Each year the Nominating Committee shall consist of five persons selected from the institutional representatives to the Association, including (1) a Chair and two members appointed by the Board of Directors, and (2) two additional members elected by the membership at large. The Committee shall nominate NASM officers (except Regional Officers), Commission Chairs, and Commission members. They shall also nominate each year a slate from which the membership at large will elect the two nonappointed Nominating Committee members and the one elected member of the Committee on Ethics. Members of the Nominating Committee shall be ineligible for nomination to elected office by the Nominating Committee on which they are serving.

Section 2. Nomination Procedure. Each spring, prior to the election, recommendations for candidates shall be solicited from the voting membership and directed to the Chair of the Nominating Committee. There shall be at least two nominations for each position as members of the Commission on Accreditation and all Committees, for the Associate Chairmanship of the Commission on Accreditation, and for the Vice Presidency. There shall be at least two nominations for the posts of Treasurer and Secretary unless there is a qualified incumbent eligible for re-election. When there is an election for Chair or members of the Commission on Community/Junior College Accreditation or the Commission on Non-Degree-Granting Accreditation, the Nominating Committee shall have the option to nominate a single candidate for each position on (a) the Commission on Community/Junior College Accreditation as long as there are fewer than fifty community/junior college institutional members of NASM, or (b) the Commission on Non-Degree-Granting Accreditation as long as there are fewer than fifty non-degree-granting institutional members of NASM. When there is a qualified incumbent eligible for re-election to the post of Treasurer or Secretary, or when there is an election for the Chairmanship of the Commission on Accreditation, and when there is an election for the Presidency, the Nominating Committee shall have the option of nominating more than one candidate based on recommendations solicited from the voting Membership.

In advance of the Annual Meeting, the Nominating Committee shall submit to the Executive Director a slate of nominees listing individuals who are official representatives of member institutions. The Executive Director shall forward the slate to all institutional representatives providing an opportunity for anonymous write-in nominations until five days prior to the opening of the Annual Meeting.

Write-in nominations received during this period from two percent of the total membership for any individual for a given post shall cause the name to appear on the ballot.

Between the opening of the Annual Meeting and the election itself, opportunity shall be provided for additional nominations. Write-in nominations received at the Annual Meeting shall be considered valid only if signed by institutional representatives. Write-in nominations from five percent of the total membership for any individual for a given post shall cause the name to appear on the ballot.

Section 3. Terms of Office. The officers of the Association shall be elected for three-year terms. Terms begin following the close of each Annual Meeting. The President and Vice President of the Association and the Chair and the Associate Chair of the Commission on Accreditation may not succeed themselves. The Treasurer and Secretary may serve a maximum of two consecutive terms. After a lapse of one three-year term, an officer may be re-elected to the same office.

Commission members shall be elected for three-year terms. A member may serve a maximum of two consecutive terms. (The two-term limitation applies only to consecutive terms).

An unexpired term of office shall normally be filled by election by the membership-at-large at the next Annual Meeting. The President may temporarily fill any vacancy by appointment until the next Annual Meeting. He or she may also appoint temporary substitutes for a given Commission meeting when a member must be absent.

No individual shall hold more than one office or Chairmanship concurrently.

Section 4. Regional Officers. Regional Chairs, Vice Chairs, and Secretaries shall be elected by the Regional membership from among the institutional representatives to the Association for a single three-year term and on a schedule that maintains three overlapping classes among the regions. Regions 7, 8, 9 shall elect Officers in the same year; Regions 4, 5, 6 the following year; and Regions 1, 2, 3 the year following that.

Section 5. Committees. Normally, standing and *ad hoc* committee members and Chairs shall be appointed by the President. Terms of office shall be for the year of appointment unless renewed by the President.

Section 6. Recall of Officials. By majority vote, the Board of Directors shall have the power to declare vacant any office in which the incumbent is unable for any reason to act effectively, or is disqualified under the Bylaws.

ARTICLE VI MEETINGS

Section 1. The Annual Meeting of this Association normally shall be held during the week of the national Thanksgiving Day. The Board of Directors is empowered to designate a different date if such seems to be the best interest of the Association. An appropriate registration fee may be assessed. The amount shall be approved by the Board of Directors and shall be approximately the amount of a single room for one night at the meeting headquarters hotel.

Section 2. The NASM Annual Meeting is primarily concerned with the provision of a national forum for the consideration of standards, techniques, and policies relevant to the organization and operation of music training institutions. The Annual Meeting is controlled solely by the Association; the Association does not provide commercial exhibit space, present performances by groups representing member institutions, condone presentations promoting the welfare of any specific institution, nor approve of other activities which might reduce the professional and autonomous character of the meeting. The Association welcomes with appreciation the interest of institutions and music industry representatives who wish to communicate with attendees by hosting social functions consistent with the Annual Meeting policies of the Association.

Section 3. The annual meeting of the Board of Directors shall take place prior to the Annual Meeting of the Association.

Section 4. A special meeting of the Board of Directors may be called at any time and place by the President, or on the request of four members of the Board upon not less than two weeks' notice to each member thereof.

Section 5. The Executive Committee of the Board of Directors shall meet twice annually and in addition may meet at the request of the President or at the request of two members of the Executive Committee. A conference telephone call may be recognized as an approved meeting of the Executive Committee.

Section 6. At special meetings of the Board of Directors, Commissions, or Committees, only such business may be transacted as has been stated in the call for the meeting.

Section 7. A majority of the members of the Board of Directors or of any Commission or Committee shall constitute a quorum thereof.

Section 8. A quorum at any regular meeting of the Association shall consist of 40 percent of the membership.

ARTICLE VII EXECUTIVE DIRECTOR

Section 1. The Executive Director shall be the chief staff officer of the Association. It shall be the primary duty of the Executive Director to carry out the policies established by the Association and to operate the National Office of the Association. The Executive Director shall serve as archivist for all minutes and records of the Association.

Section 2. The Executive Director shall:

- A. Conduct the official correspondence of the Association and send out official notices;
- B. Notify all members thirty days in advance of the date and place of Annual Meetings, and also notify all members of Commissions and Committees and the Board of Directors of the date and place of meetings, whenever called;
- C. Notify all Officers, Directors, and members of Commissions and Committees of their election or appointment.

Section 3. The Executive Director shall prepare the agenda of the Executive Committee, the Board of Directors, and the Commissions, and the dossiers of institutions being reviewed by the Commissions, shall make other arrangements for meetings of Commissions and Committees, and shall be responsible for the records of the Commissions. The Executive Director shall also prepare for the Annual Meeting of the Association.

Section 4. The Executive Director shall maintain the financial records of the Association and shall coordinate with the Treasurer the preparation of an annual budget proposal and the arranging of the annual audit.

The Executive Director shall receive applications for membership and present them to the appropriate Commission for action, and shall bill and process dues and examination fees, sending proper auditing identification to the Treasurer.

The Executive Director shall be bonded in an amount determined by the Executive Committee and shall serve as an authorized signer of Association checks. The Executive Director shall serve on the Finance Committee with the President and Treasurer to act for the Executive Committee in any financial emergency requiring prompt settlement.

Section 5. The Executive Director shall represent NASM at meetings of other educational associations in consultation with the President and shall establish liaison with other educational associations and related governmental agencies.

The Executive Director shall answer inquiries about NASM and shall gather and disseminate to the membership and appropriate agencies information, statistical and otherwise, about music in higher education through the correlation of annual reports from member institutions, and from Committees and other sources.

Section 6. The Executive Director shall be an officer of the corporation and shall be an ex officio, non-voting member of the Executive Committee and Board of Directors.

Section 7. The Executive Director shall be appointed by the Executive Committee, shall serve at the pleasure of the Executive Committee, and shall be subject to its annual review.

ARTICLE VIII AUDITING

A professional audit of the Treasurer's records shall be conducted prior to each Annual Meeting. The Executive Committee has the right to appoint an auditing committee to examine the books at any time.

ARTICLE IX ACCREDITATION STANDARDS

Section 1. The accreditation standards of the Association shall be established and amended by a majority of the membership present and voting at any Annual Meeting at which a quorum is present, provided that written notice of the proposed changes be sent to all institutional members at least two weeks before said meeting.

Section 2. The proper procedures for developing proposals to establish and amend the standards shall be approved by the Executive Committee from time to time in a manner appropriate to the nature and scope of such projected changes. Such procedures shall include the establishment of appropriate comment periods in addition to the legal notice required in Article IX, Section 1.

Section 3. Comment on the standards is possible at any time through the office of the Executive Director.

Section 4. Institutional members of NASM are responsible for participating in all revisions and additions to the standards as well as maintaining compliance with all standards as they are developed.

ARTICLE X COUNCIL OF ARTS ACCREDITING ASSOCIATIONS

Section 1. NASM shall be a member of the Council of Arts Accrediting Associations, a not-for-profit Virginia corporation. The other members are the National Association of Schools of Art and Design, the National Association of Schools of Dance, and the National Association of Schools of Theatre.

The President and Vice President of NASM shall be NASM's voting delegates to the Council's Board of Trustees. The Executive Director of NASM shall be an officer of the Council, the Executive Director of the Council, and a non-voting Trustee.

Section 2. The Council facilitates cooperative efforts among the four member associations on matters of common concern. It also operates the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS) to review institutions and programs that offer arts study for children, youth, and adults not associated with postsecondary degrees or credentials.

Normally, these institutions offer programs in more than one arts discipline. ACCPAS accredits schools but is not a membership organization. The Council establishes the standards used by ACCPAS consistent with standards for non-degree-granting institutions approved by the NASM membership and by the other member associations for their respective disciplines. The Council also appoints the voting members of ACCPAS.

Section 3. The Council and its Board of Trustees shall have the authority to carry out the purposes of the Council, but no authority to compel the internal decisions of any of its organizational members or the accrediting Commissions or other entities thereof. Each organizational member retains its own authority as an autonomous organization.

Section 4. Schools with music programs accredited by ACCPAS are eligible to become accredited institutional members of NASM upon application, ratification of their ACCPAS accreditation by the NASM Commission on Non-Degree Granting Accreditation, and payment of annual dues.

ARTICLE XI CODE OF ETHICS

A Code of Ethics shall be established by the membership to define standards of professional conduct for member institutions, their employees and representatives.

ARTICLE XII PARLIAMENTARY AUTHORITY

The meetings of this Association and its Commissions and Committees shall be governed by Robert's *Rules of Order* (revised) in all cases where said rules do not conflict with the Constitution and Bylaws of the Association.

ARTICLE XIII AMENDMENTS

These Bylaws may be amended by a two-thirds vote of the membership present and voting at any Annual Meeting, provided a written notice of the proposed amendment is sent to all institutional members at least two weeks before the said meeting.

CODE OF ETHICS

ARTICLE I

Each institution shall impress upon its faculty and staff the importance of personal and professional integrity. This involves developing sensitivity to issues in equal opportunity, consumer protection, conflict of interest, and transfer of students. It also involves ensuring that faculty members understand the ethical and operational procedures and codes subscribed to by the institution, including the NASM Code of Ethics and Rules of Practice and Procedure.

ARTICLE II

Institutional members of the Association shall recognize their responsibility to respect the legal rights and human dignity of all individuals.

ARTICLE III

All brochures, publications, advertisements, and information—printed, written, and/or spoken—shall be true. Procedures, dates, and requirements for application, admission, financial aid, and other responsibilities and opportunities directly affecting students shall be clearly stated and generally available to prospective students and current students. Institutional publications must be clear and accurate regarding the objectives, curriculum, equipment, accommodations, composition of ensembles, and faculty of the institution. Any references to occupational opportunities for graduates must be clearly substantiated.

Catalogues, advertising, and promotion shall clearly differentiate existing and approved programs from those that are prospective or hypothetical.

ARTICLE IV

Recruitment policies and procedures shall be established to demonstrate concern for the needs of students, the institution, and the national effort in the education and training of professional musicians.

It is ethical for an institution to utilize procedures and techniques for developing a student body with the highest possible qualifications. However, such procedures and techniques must be applied in a national framework of common practice to protect the interests of both students and institutions.

In addition to the concepts presented in Article III above, an institution's personnel shall not discredit other member institutions by disparaging the character, nature, quality, value, or scope of their courses of instruction or services; or by imputing to them dishonorable conduct, or by adversely reflecting on them in any other material respect.

Students are free to attend the institutions of their choice. However, at some point, a commitment must be made between students and institutions. At this point, administrators, faculty members, students, and all other parties involved must be clear about the nature of these commitments, the schedules for their implementation, and the conditions under which such commitments may be released by any or all of the parties.

ARTICLE V

The acceptance of financial aid or the signing of a declaration of intent to attend a given institution shall not be binding if signed before May 1 of the calendar year of matriculation. Students shall be notified of this policy when an institution makes an offer prior to May 1. Institutions allow students to choose without penalty among offers of admission and financial aid until May 1. Financial aid shall be awarded according to the criteria established by the member institution granting the award. The institution must have a procedure for developing a written understanding with students, advising them that their acceptance of financial aid represents a mutual commitment: the institution agrees to hold a place for the student and provide certain financial assistance; the student agrees to occupy that place for a certain period of time. NASM recommends that the following text or its equivalent be utilized for this purpose:

In accepting this offer of financial aid from (Institution) , I understand that there is a mutual commitment on the part of myself and the institution. Therefore, I agree that after May 1 of the calendar year of matriculation, I will not consider any other offer from an institutional member of the National Association of Schools of Music for the academic year — except with the express written consent of the music executive of the above named institution.

If the student is to be offered admission after May 1 and before August 1 of the year of matriculation with a financial aid award made directly to the student based at least in part on talent, prior to making the offer, the offering institution shall determine from the student whether he or she has accepted an offer of admission with a talent-based financial award from another institution. If so, the offering institution does not offer admission with talent-based financial aid until the music executive of the school the student previously agreed to attend has given approval.

Any offer of admission with a talent-based scholarship made after August 1 of the year of matriculation is considered a transfer under provisions of Article VII of the Code of Ethics.

For the purposes of this Code, financial aid is an award made directly to the student *based at least in part on talent*, this in addition to need-oriented aid based on generic national formulas. Financial aid relates to awards at the undergraduate and graduate levels, including teaching assistantships or fellowships.

For the purposes of this Code, the music executive is the chief academic officer of the music unit—for example, dean or director of the school of music, chair or head of the department of music, or a person specifically designated by the music executive to fulfill admission and transfer functions.

ARTICLE VI

Institutional personnel shall not knowingly influence any student to leave another educational institution in which the student is enrolled, registered, or has submitted a tuition or matriculation deposit, especially by encouraging an individual to change schools with an offer of financial aid.

Institutions recognize that students are free to make inquiries about study at any institution at any time. However, if a student begins to make an application for transfer, the institution to which the student applies must inform the student of its institutional obligations under Article VII of the NASM Code of Ethics.

ARTICLE VII

A transferring student who has not completed a degree program can be considered eligible for financial aid during the first term of enrollment in the new institution only if the music executive of the school from which the student is transferring specifically approves. These arrangements are formally transacted between the music executives of member institutions. Approval is to be sought *prior* to the offering of the financial award by the institution to which the student may transfer. The foregoing provisions of this Article apply only to currently enrolled students who are (1) majoring in music, (2) receiving merit-based financial aid, and (3) planning to begin study as a music major at the new institution in the next academic term. Students who have completed a degree program at any level, including community/junior-college students who have completed a two-year program of study, or whatever part of the university parallel curriculum is available at the two-year college attended, are exempt from this regulation.

ARTICLE VIII

Inquiries about an individual's interest in and conversation concerning a new, full-time academic appointment are in order at any time of the year. However, after May 1, an *offer* for an appointment to take effect in the next academic year will not be made unless the administrative head (usually the music executive) of the offering college, school, or institute, has previously determined that the date at which the appointment is to take effect is agreeable to the administrative head of the college, school, or institute that the individual will be leaving if the individual accepts the new appointment. As an issue of courtesy and good practice, NASM strongly recommends that when it is not clear that negotiations will be completed prior to May 1, the administrative head of the offering school advise the administrative head of the institution where the faculty member is currently employed that negotiations are underway.

ARTICLE IX

The rights of all students must be protected to the fullest extent possible by the institution. Having informed a student of the curriculum, standards, and procedures for obtaining the degree, certificate, or diploma for which he is enrolling, institutions shall not impose, *ex post facto*, a revision of the curriculum, standards, or procedure for the degree, certificate, or diploma, to the detriment of the student's normal academic progress.

Further, if it is determined that a student is not acceptable as a candidate for a degree, certificate, or diploma, the student shall be so informed promptly.

ARTICLE X

If the parties involved cannot resolve an alleged violation, an appeal, in the form of a detailed letter, shall be filed with the NASM Executive Director, who shall then institute the process outlined in the Procedures for Reviewing Complaints Directed Against Member Institutions of the National Association of Schools of Music (see Rules of Practice and Procedure, Article VII).

ARTICLE XI

The Code of Ethics may be amended by a two-thirds vote of the membership present and voting at any Annual Meeting, provided a written notice of the proposed amendment is sent to all institutional members at least two weeks before said meeting.

RULES OF PRACTICE AND PROCEDURE

ARTICLE I INSTITUTIONAL MEMBERSHIP

Section 1. Accreditation. Membership in the National Association of Schools of Music signifies accreditation.

Accreditation is a process whereby an association or agency recognizes an institution as having met certain qualifications or standards. This process focuses on two principal concerns: educational quality and institutional probity.

The review of educational quality is made according to nationally recognized standards developed by the Association with the full participation of its member institutions. These standards are applied as appropriate to the objectives of the institution. The appropriateness of the institution's objectives is also considered.

The review of probity is made by judging whether the institution is indeed providing the educational services it says it is offering to the public and whether its own stated operational procedures are being followed.

The two processes basic to all accreditation are institutional self-study and peer evaluation, both occurring on a regular cycle.

The self-study is designed to produce comprehensive effort on the part of the institution to evaluate its own program while considering its objectives, publicly or otherwise stated.

Peer evaluation provides professional, objective judgment from outside the institution and is accomplished through on-site visitation, a formal visitors' report, and Commission review.

The basic goals of accreditation are:

- § To foster excellence in education through the development of criteria, standards, and guidelines for assessing educational effectiveness;
- § To encourage improvement through continuous self-study and planning;
- § To assure the educational community, the general public, and other agencies or organizations that an institution or program has both clearly defined and appropriate objectives, maintains conditions under which their achievement can reasonably be expected, appears in fact to be accomplishing them substantially, and can be expected to continue to do so;
- § To provide counsel and assistance to established and developing institutions and programs;
- § To encourage the diversity of American education and allow institutions to achieve their particular objectives and goals;
- § To endeavor to protect institutions against encroachments which might jeopardize their educational effectiveness or academic freedom.

Section 2. Determination of Readiness for Application. All institutions are advised to determine their readiness to apply for membership by consulting Article I of the Bylaws and the Basic Criteria for Membership as appropriate to the type of institution, and by self-evaluation in terms of the appropriate curricular standards outlined herein. Each applicant must agree to abide by the Constitution and Bylaws, the Operational and Curricular Standards, the Code of Ethics, and the Rules of Practice and Procedure adopted by the Association.

Members of the Association are responsible for annual dues as outlined in Article II of the Bylaws.

Section 3. Curricular Requirement. The Association will grant Membership or renewal of Membership only when *every* curricular program of the applicant institution (including graduate work, if offered) meets the standards of the Association. The particular administrative structure used to manage music curricula in multipurpose institutions has no effect on the applicability of this rule.

Postsecondary non-degree-granting programs offered by degree-granting institutions will be listed by NASM only when their objectives and structure indicate a discrete curricular offering and when they require 30 or more semester hours (45 quarter hours) or clock-hour equivalent at the undergraduate level, or 15 or more semester hours (22 quarter hours) or clock-hour equivalent at the graduate level. When the purpose is to offer shorter programs of a workshop nature, or programs that provide supplemental credentials for students enrolled in undergraduate or graduate degree programs, the programs will be reviewed by the Commission on Community/Junior College Accreditation or the Commission on Accreditation, but not listed by the Association. All postsecondary non-degree-granting programs will be reviewed using standards outlined in Section IV of the NASM Standards for Non-Degree-Granting Institutions and Programs.

Some institutions have degree-granting and non-degree-granting units. The most common example is a postsecondary degree-granting unit with administrative responsibility for an affiliated program or unit that does not grant degrees but that offers pre-professional and/or avocational work in music to children, youth, and adults in the surrounding community.

All such programs are reviewed as functional parts of the total curricular effort of the music unit. After action by the Commission on Accreditation, such non-degree-granting program operations are listed in the *NASM Directory* indicating the title of the administrative component (i.e., community education program, preparatory program, laboratory school, etc.). Such programs are thus included in the institution's accredited institutional membership.

Institutions with such non-degree-granting components may wish to be listed separately in the *NASM Directory*. In this case, such entities would complete a full accreditation review and be reviewed by the Commission on Non-Degree-Granting Accreditation. After action by the Commission, the non-degree-granting entity would be listed separately in the *NASM Directory*. The listing would include a presentation of specific curricular programs and offerings approved in the review process. In such cases, in applying Article I, Section 3, the Association shall distinguish between degree-granting and non-degree-granting units.

Section 4. Separate Accreditation for Community Education Divisions of Degree-Granting Institutions. Institutions seeking accreditation or renewal of accreditation for degree-granting units have the option of seeking separate accreditation for non-degree-granting divisions having community education purposes. When this option is chosen, the rule outlined in Article I, Section 3, above, is applied separately to non-degree-granting and degree-granting components.

To be eligible for separate accreditation, community education divisions as entities must meet NASM standards for non-degree-granting institutions.

NASM reviews of community education divisions are undertaken on the same schedule as reviews for collegiate units unless the institution specifically requests a different schedule.

When the separate accreditation option is chosen, degree-granting units are reviewed for accreditation by the Commission on Accreditation and/or the Commission on Community/Junior College Accreditation as appropriate. Community education divisions are reviewed by the Commission on Non-Degree-Granting Accreditation.

Associate Membership or Membership status in NASM is determined by the status of the degree-granting unit.

Directory listings for single institutions with separately accredited degree-granting and non-degree-granting, community education components will show each component separately. Institutions with separately accredited collegiate units and community education divisions retain one vote in the Association cast by one official representative. However, each such institution may appoint a separate representative of its community education division eligible under NASM procedures for service in accreditation and committee work related to non-degree-granting institutions. Such designated representatives from accredited community education divisions are eligible for election to the Commission on Non-Degree-Granting Accreditation.

Institutions with separately accredited degree-granting and non-degree-granting components are responsible for ensuring that each maintains all conditions of NASM Membership.

Section 5. Accreditation and Institutional Autonomy. The National Association of Schools of Music has established standards for accreditation that are applied only at the invitation of institutions. These standards are developed and approved by accredited Member institutions acting autonomously. The standards provide benchmarks for reviewing the extent to which operational, curricular, and evaluative functions associated with particular degree programs and areas of study are being fulfilled.

As they evolve, NASM standards for accreditation are continuously designed to allow considerable variation within broad principles applicable to degree programs and areas of study. Failure to meet the exact provisions of a specific standard will not preclude accreditation if it can be shown that artistic, intellectual, educational, and developmental functions indicated by the standard are and can continue to be fulfilled by appropriate means.

NASM standards are applied with profound respect for the rights and responsibilities of institutions and programs to identify, designate, and control (a) their missions, goals, and objectives; (b) artistic, educational, and philosophical principles and methodologies used to pursue functions implicit in their various missions, goals, and objectives; (c) specific repertoires, texts, and other teaching materials utilized for study and presentation; (d) agendas and areas of study pursued through scholarship, research, criticism, and policy development; (e) specific personnel choices, staffing configurations, and other operational decisions; and (f) content and methodologies of tests, evaluations, and assessments.

Section 6. Withdrawal. Any institution holding any accredited institutional Membership has the right to withdraw from such membership at any time.

ARTICLE II
APPLICATION FOR MEMBERSHIP
AND RENEWAL OF MEMBERSHIP

Section 1. Application Materials. The Association publishes documents that provide detailed descriptions of all aspects of the application process. These and the appropriate application forms are available from the NASM web site.

Section 2. Application Fees. An application for institutional Membership or renewal of institutional Membership, accompanied by the application fee in the form of a check made payable to the Association, should be filed with the NASM National Office. There are no application fees for individual membership.

Application fees for institutional membership are \$400 for each of the first two evaluations. Application fees for renewal of institutional membership beyond the first two visits are \$100 for non-degree-granting institutions, community/junior colleges, and baccalaureate degree-granting institutions; \$200 for master's degree-granting institutions; and \$300 for doctoral degree-granting institutions. The application fee covers the cost of the accreditation process. NASM evaluators receive no compensation. In addition to the application fee, all institutions are responsible for reimbursement to the Association of expenses incurred by the visiting evaluators. Expense reimbursement is due and payable when requested by the NASM National Office.

Baccalaureate and graduate degree-granting institutions and community/junior colleges with affiliated non-degree-granting departments may wish to seek accreditation for these departments in conjunction with their degree-granting programs. In such cases, the appropriate application fee for degree-granting programs will be increased by \$100 to cover the non-degree-granting program.

When a member institution specifically requires an official NASM visitor as part of a visitation with a regional and/or specialized accrediting agency in which NASM Membership or renewal of Membership is not involved, the agency served will be responsible for all arrangements, and no fee is owed to NASM.

Section 3. Application Procedures. Institutions making application for Membership or renewal of Membership shall follow the procedures outlined by the Association, including preparing a Self-Study Report and arranging for an on-site evaluation.

At least two visiting evaluators are required for each on-site visitation. In all cases, the specific size and composition of the total team is determined according to NASM visitation procedures.

Applicant degree-granting institutions for which regional accreditation is not available will be evaluated by a visiting team normally composed of four persons: two persons to evaluate the music component of the program, one of whom shall be designated as the team chairman; one person to evaluate the program in general education; and one person to evaluate the financial stability and business policies of the institution.

Applicant degree-granting institutions seeking accreditation of affiliated community education divisions or other non-degree-granting units will be evaluated by a team comprising one or more persons, in addition to the team assigned to the degree-granting component.

An institution may withdraw its request for accreditation at any time prior to the accreditation decision made by the appropriate Commission(s).

An institution has the right to seek legal counsel during all phases of the accreditation process.

Associate Membership or Membership shall become effective after positive action by the appropriate Commission(s) and payment of annual dues.

ARTICLE III INSTITUTIONAL PROCEDURES

Section 1. NASM Objectives and Standards. Member institutions must support the objectives of the Association and maintain in their daily operations the curricular, ethical, and operational standards of the Association as outlined in the *NASM Handbook*.

Section 2. Degree Titles. The practices of member institutions support the system of academic currency that allows degrees to be broadly understood and widely accepted. Member institutions serve students, higher education, and the public by ensuring that degree and program titles are consistent with content. Standard academic degree rubrics and titles of degrees and emphases should be used unless the degree or program has a significant emphasis on unique content. Enrollment levels, public relations, and resource availability are important elements in determining an institution's program offerings, but they are not appropriate criteria for assigning degree titles.

Section 3. Institutional Code of Ethics. Although only federal and state governments shall have legal jurisdictional powers and responsibilities in matters of public law, institutional members of the Association should develop an appropriate code of ethical standards governing institutional and programmatic practices that recognizes social concerns relevant to quality education.

Section 4. Honorary Degrees. Members of the Association shall not grant honorary degrees to members of their own faculties, except upon the retirement of the candidate from active service.

Section 5. Disclosure of Professional Certification, Registration, and Licensure Requirements. Members of the Association having degree programs in music education and/or music therapy shall state in their catalogs the registration, certification, and licensure to which their curricula will lead.

Section 6. Catalogs. Members of the Association shall provide in their institutional catalogs complete descriptions of each course offered.

Section 7. Credit for Short-Term Workshops. For specific references to NASM policies on credits, see the section(s) entitled "Credit and Time Requirements" under the operational standards for the type of institution being reviewed (Section II.I. on pages 59, 108, or 127 of this *Handbook*). Normally, a semester hour of credit represents three hours of work each week, on average, for a semester of fifteen to sixteen weeks. Correspondingly, a quarter hour of credit represents three hours of work each week for a period of ten or eleven weeks. Credit for short-term workshops should be computed on the same basis as other course work during the academic year.

Institutional members of NASM should not award credit for short-term workshops or attendance at meetings sponsored by themselves, other institutions, or organizations unless such credit is acceptable toward specific undergraduate or graduate degrees in music at their own institutions.

Section 8. Annual Report to NASM. Members of the Association shall complete and file with the National Office the Annual Report Form provided by the Association.

Failure to return a completed form for three consecutive years will cause the membership status of the institution to be reviewed by the appropriate Commission under the Bylaws, Article I, Section 4.

Section 9. Closing an Institution or Program. Members of the Association shall advise NASM as far in advance as possible prior to the closing of an accredited institution or an accredited music unit within an institution. Advance notice allows the development of appropriate procedures to protect the accreditation status of degrees received by former and current students and to provide for safekeeping of important records.

ARTICLE IV ASSOCIATION PROCEDURES

Section 1. Association Policies and the Public Interest. The National Association of Schools of Music has established standards and guidelines for educational programs in music, a Code of Ethics, Rules of Practice and Procedure, Bylaws, and other policy statements to govern its activities conducted on behalf of member institutions, students, and the public.

While the policies, standards, and procedures of the Association (a multi-state organization) have been recognized by the federal government for its purposes, the Association is a voluntary, nongovernmental agency. As such, it does not have the responsibility or the staff to exercise the regulatory control of state and federal governments, nor to apply their mandates regarding collective bargaining, affirmative action, and the like. Nor does the Association substitute for or replace the function of the civil or criminal courts.

Institutions may wish to review the publications and policies of other governmental and nongovernmental agencies; however, NASM does not enforce the standards of other accrediting agencies, other associations, or other nongovernmental organizations.

NASM works strictly according to its own rules and standards and expects that institutions and those involved in the accreditation process on behalf of the Association will apply these with integrity, imagination, and an attitude of humane concern for student and public interests.

Section 2. Conflict of Interest. NASM works to avoid conflict of interest or the appearance of conflict of interest in any aspect of its accreditation activities and in its other operations. The Association expects all individuals involved in any relationship with NASM to declare potential conflicts of interest as they appear. In the accreditation process, potential conflicts of interest may arise based on personal associations, past or projected affiliations, past or current financial relationships, geographic proximity, or for other reasons. Questions concerning conflicts of interest should be addressed to the office of the Executive Director.

No member of an NASM Commission should participate in any way in accrediting decisions in which he or she has a pecuniary or personal interest (or the appearance of same) or with respect to which, because of present institutional or program association, he or she has divided loyalties or conflicts (or the appearance of same) on the outcome of the decision. This restriction is not intended to prevent participation and decision-making in a general run of cases which do not directly or substantially affect the institution or program with which the Commission member is associated or its competitive position with a neighboring institution or program under review.

If a conflict of interest issue arises, the matter shall be forwarded to the Executive Director, who shall gather information, solicit advice as appropriate, and attempt to resolve the matter to the satisfaction of all concerned, consistent with the published policies and procedures of the Association and with consideration of standard practice within the postsecondary accreditation community. Should the Executive Director be unable to achieve resolution, he or she shall bring the matter to the Executive Committee. The Executive Committee shall seek resolution through procedures developed to address the specifics of each case.

Section 3. Non-Discrimination Policy. It is the policy of the National Association of Schools of Music that no person shall be subject to discrimination in whatever relationship with the Association because of sex, race, color, creed, religion, or national origin.

Section 4. Consulting Service. Upon request, the Association will supply a consulting service to schools and departments (both members and non-members) having questions relative to their future development or to assist in the resolution of problems.

Resource persons to provide information about NASM are also available on the same terms as those for consultants.

In special circumstances and at its discretion, the Association may suggest to a member school that it take advantage of the consulting service to assist in the resolution of troublesome problems.

Requests for this service should be directed to the NASM National Office.

Section 5. Commission Policy Concerning Continuous Deferrals. After the second consecutive deferral of an application of a member institution for failure to meet a specific standard, the Commission(s) shall adopt one of the following motions upon third consideration of the application:

- A. To approve the application;
- B. To approve the application with a request for a progress report;
- C. To require a response for the next Commission meeting showing cause why the institution
 - 1. Should not be placed on probation, or
 - 2. Should not have its membership revoked;
- D. To place the institution on probation;
- E. To revoke membership.

Section 6. Procedures If An Institution Closes. If an institution NASM accredits closes, NASM works with the U.S. Department of Education and the appropriate State agency, to the extent feasible, to ensure that students are given reasonable opportunities to complete their education without additional charge.

This expression of intent to provide assistance does not indicate or constitute a financial or educational obligation on the part of NASM to institutions, students, or their representatives.

Section 7. Commission Procedures in Extreme Matters of Institutional Ethics and Integrity. When the Commission(s) have cause to believe that any institution with which they are concerned is acting in an unethical manner or is deliberately misrepresenting itself to students or public, they will investigate the matter and provide the institution an opportunity to explain the alleged abuse. If, on the basis of such an investigation, and after notice to the institution and opportunity for institutional response, the Commission(s) find that an institution has engaged in unethical conduct or that its integrity has been seriously undermined, the Commission(s) will:

- A. With regard to an institution which is an applicant, but is not yet a member, break off relations;

- B. With regard to a member institution,
 - 1. Issue a show cause order with a time stated, or
 - 2. In extreme cases, immediately sever NASM's relationship with the institution by denying or terminating accreditation.

The institution may appeal the decision of the Commission(s) in accordance with NASM appeal procedures.

ARTICLE V SUBSTANTIVE CHANGE

Section 1. Procedure. Institutions are required to gain prior approval of substantive change occurring between regular accreditation visits. Substantive changes occurring during accreditation review periods are reported and considered as part of the Self-Study, on-site visit, and Commission review. The Association also offers the opportunity for member institutions to receive an optional consultative review of proposed substantive changes by the appropriate Commission(s) prior to submission of an official request for substantive change. Procedures and forms for substantive change may be obtained from the NASM web site.

Under certain conditions, on-site visits may be required by NASM *Handbook* provisions or at the discretion of the Commission(s).

Section 2. Definition. "Substantive change" includes but is not limited to:

- A. Any fundamental change in the established mission, goals, or objectives of the institution or music unit.
- B. Any change in the legal status or form of control of the institution.
- C. The addition or amendment of curricular programs that represent a significant departure, in terms of either the content or method of delivery, from those that were offered when NASM most recently evaluated the institution: these programs are normally considered in the Plan Approval process described in Article VI below. This provision includes significant changes made in conjunction with a change from quarter hours to semester hours or vice versa.
- D. The addition of courses or programs at a degree or credential level above that included in the institution's current accreditation or preaccreditation: these programs are normally considered in the Plan Approval process described in Article VI below.
- E. A change from clock hours to credit hours or vice versa. [*Explanatory note: clock-hour systems measure course length in terms of the total number of hours devoted to face-to-face instruction. Credit-hour systems, on the other hand, assign numerical credit to courses based both on the number of instructional hours per week over a standard academic term (semester or quarter) and the amount of preparatory time per week that students must spend outside the classroom. For the NASM operational standards on computing credit hours, see Section II.I., pages 59-60 (baccalaureate/graduate degree-granting institutions), pages 108-109 (community/junior colleges), or pages 127-128 (non-degree granting institutions) of this Handbook.*]

- F. A substantial increase or decrease in
 - 1. the number of clock or credit hours awarded for successful completion of a program; or
 - 2. the length of a program.
- G. Starting a branch campus or extension program.
- H. Other major changes that would impact continuing compliance with NASM standards applicable to degrees and programs being offered.

ARTICLE VI
NEW CURRICULA: PLAN APPROVAL AND
FINAL APPROVAL FOR LISTING

Section 1. Procedure. When instituting new or substantially revised curricula, member institutions are required to submit documentation to the appropriate Commission(s) in order to remain in compliance with Article I, Section 3, of the NASM Rules of Practice and Procedure.

The Association also offers the opportunity for member institutions to receive an optional consultative review of new curricula by the appropriate Commission(s) prior to submission of an official request for Plan Approval.

Submission procedures and forms regarding applications for reviews of new curricula may be secured from the NASM web site.

The Commissions do not ordinarily send visitors to examine a new curriculum, but may request that the music executive concerned meet with them to discuss the program in detail. However, an on-site evaluation is strongly recommended as part of the Plan Approval process when an institution plans to offer a master's or doctoral degree in music for the first time.

Section 2. Plan Approval. Plan Approval is required after institutional approval and before students are admitted into a new degree program. The application for Plan Approval includes information concerning the structure of the new curriculum as well as data concerning the faculty, library, equipment, and/or resources necessary for its support.

When the curriculum has received Plan Approval, the program is listed in the NASM *Directory* in italics.

Section 3. Final Approval for Listing. Final Approval for Listing is granted when the appropriate Commission(s) have reviewed an application including validation of the plan-approved curriculum through transcript evidence. Three transcripts must be provided for each undergraduate curriculum or non-degree-granting program. Two transcripts are submitted for each graduate program. The format for submitting transcripts consistent with Plan Approval documentation should be secured from the NASM web site.

When the curriculum has received Final Approval for Listing, the program is listed in the NASM *Directory* in regular type.

ARTICLE VII
PROCEDURES FOR REVIEWING COMPLAINTS
DIRECTED AGAINST MEMBER INSTITUTIONS OF
THE NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

NASM occasionally receives complaints against member institutions. The Association does not respond to, or take any action on, any unwritten or unsigned complaint or on any allegations concerning the personal lives of individuals concerned with its affiliated institutions. The Association assumes no responsibility for adjudicating isolated individual grievances, nor will it act as a court of appeals in matters of student admission, retention, and dismissal; granting or transfer of credits; grades and other evaluations; scholarship awards; fees; disciplinary matters; collective bargaining; faculty appointments and dismissals; or similar matters. If the complaint includes matters that are currently the subject of, or directly related to, litigation in which the NASM member institution is a principal, NASM will not proceed with consideration of the complaint until such litigation is settled. NASM may weigh the results of such litigation in its deliberations. Complaints will be considered only when the reported conditions are substantially documented and reflect conditions within an institution that jeopardize the quality of the educational program and/or the general welfare of the music unit. Unless the situation suggests the kind of capricious or unprofessional action that impairs attainment of the institution's stated objectives, or suggests direct violation of NASM standards, procedures, and code of ethics for member institutions, the Association will not intervene.

The procedures for reviewing complaints are not judicial; they serve only as a method or means to communicate the allegations, determine the facts, and resolve the issues within the stated purposes of accreditation.

The Executive Director shall have the authority to stop the complaint process at any point or at any time upon the appearance of evidence that would disqualify the complaint under policies outlined above, or in Article IV, Section 1 of the Rules of Practice and Procedure, or if the complaint otherwise moves beyond the scope or jurisdiction of the Association.

The Association will resolve complaints against member institutions in a timely manner, moving as quickly as is feasible from step to step in the complaint procedures. The Executive Director shall have the authority to establish timelines for each specific step of the process. In normal circumstances, (a) thirty days is the maximum period for each step; (b) business to come before the Committee on Ethics or the appropriate accrediting Commission(s) will be scheduled at regular meetings of these groups.

Section 1. Non-Compliance with the Code of Ethics.

- A. The complaint in writing is accepted by the Executive Director of NASM.
- B. The Executive Director provides written acknowledgement of the Association's receipt of the complaint and requests of the complainant whatever additional information is deemed necessary. If a matter has not been pursued through the proper channels of appeal within the institution, the complainant is advised to follow this course of action. The Executive Director of NASM, at his or her sole discretion, shall determine whether the complaint or any portion thereof is within the scope or jurisdiction of the Association, and shall so inform the complainant. A complaint shall not fall within the jurisdiction of NASM unless the Executive Director, at his or her sole discretion, determines that it raises issues that are potentially directly relevant to an institution's accreditation status.
- C. The Executive Director contacts the music executive of the institution against which the complaint has been lodged to advise of the complaint.

- D. The Executive Director of NASM, in discussion with the institution and the complainant, attempts to mediate a resolution of the complaint without further formal action.
- E. If a resolution is not forthcoming, the Executive Director of NASM develops a dossier containing the following:
 - 1. The formal complaint with complete documentation;
 - 2. Information obtained from the institution(s) involved regarding the circumstances surrounding the complaint;
 - 3. The relevant section(s) of the Code of Ethics.
- F. The Executive Director of NASM alerts the Committee on Ethics that a complaint has been made and places the dossier on the agenda of the Committee.
- G. The Committee on Ethics reviews the dossier and formulates a decision concerning the case. Possible decisions are:
 - 1. The institution is found to be in compliance with the Code of Ethics.
 - 2. The institution is found to be generally in compliance with the Code of Ethics, but the complaint has merit in this particular circumstance.
 - 3. The institution is found to be in non-compliance with the Code of Ethics.
- H. If the recommendation is G.1. above, the complainant and the institution are so informed by the Executive Director.
- I. If the recommendation is G.2. or G.3. above, the Committee on Ethics may require the institution to submit a response within a specified time showing satisfactory resolution of the complaint and compliance with the Code of Ethics. The response may require the report of an on-site consultant. The basic procedure for establishing and operating such consultancy shall be that in effect for on-site accreditation visits.

The Committee on Ethics shall review the response when received and take one of the following actions:

- 1. Accept the response and consider the complaint resolved. The institution and complainant are notified; the action is not made public.
- 2. Accept the response and consider the complaint resolved, but request a progress report(s) to determine further compliance with the Code of Ethics. The institution and complainant are notified; the action is not made public.
- 3. Acknowledge receipt of the response, but consider the complaint unresolved and the institution to be in noncompliance with the Code of Ethics. In this case, the Committee on Ethics may recommend to the appropriate Commission(s) that the institution must submit a probationary response to the Committee on Ethics within a specified time. Upon receipt of the probationary response, the Committee on Ethics recommends that the Commission(s) either remove probation or revoke membership. Revocation of membership is made public through appropriate printed materials.
- 4. If the initial response is not received within the specified time, the institution is placed on probation; the action is not made public. The institution is requested to submit a probationary response within a specified time.

5. If a probationary response is not received within the specified time, the membership of the institution is revoked and the action is made public through appropriate printed materials.
- J. Any decision of the Committee on Ethics and/or the Commission(s) may be appealed by either the complainant or the institution by following the applicable procedures outlined in Articles VIII through X of the Rules of Practice and Procedure.

Section 2. Non-Compliance with the Standards of the Association.

- A. The complaint in writing is accepted by the Executive Director of NASM.
- B. The Executive Director provides written acknowledgement of the Association's receipt of the complaint and requests of the complainant whatever additional information is deemed necessary. If a matter has not been pursued through the proper channels of appeal within the institution, the complainant is advised to follow this course of action. The Executive Director of NASM, at his or her sole discretion, shall determine whether the complaint or any portion thereof is within the scope or jurisdiction of the Association, and shall so inform the complainant. A complaint shall not fall within the jurisdiction of NASM unless the Executive Director, at his or her sole discretion, determines that it raises issues that are potentially directly relevant to an institution's accreditation status.
- C. The Executive Director contacts the music executive of the institution against which the complaint has been lodged to advise of the complaint.
- D. The Executive Director of NASM, in discussion with the institution and the complainant, attempts to mediate a resolution of the complaint without further formal action.
- E. If a resolution is not forthcoming, the Executive Director of NASM develops a dossier containing the following:
 1. The formal complaint with complete documentation;
 2. Information obtained from the institution involved regarding the circumstances surrounding the complaint;
 3. The relevant section(s) of the Standards of the Association.
- F. The Executive Director alerts the appropriate Commission that a complaint has been made and places the dossier on the agenda of the Commission.
- G. The Commission reviews the dossier and formulates a decision concerning the case. Possible decisions are:
 1. The institution is found to be in compliance with the standards.
 2. The institution is found to be generally in compliance with the standards, but the complaint has merit in this particular circumstance.
 3. The institution is found to be in non-compliance with the standards.
- H. If the recommendation is G.1. above, the complainant and the institution are so informed by the Executive Director.

- I. If the recommendation is G.2. or G.3. above, the Commission may require the institution to submit a response within a specific time showing satisfactory resolution of the complaint and compliance with the standards. The response may require the report of an on-site consultant. The procedure for establishing and operating such consultancy shall be that in effect for onsite accreditation visits.

The Commission shall review the response when received and take one of the following actions:

1. Accept the response and consider the complaint resolved. The institution and the complainant are notified; the action is not made public.
 2. Accept the response and consider the complaint resolved, but request a progress report(s) to determine future compliance with the standards. The institution and complainant are notified; the action is not made public.
 3. Acknowledge receipt of the response, but consider the complaint unresolved and the institution to be in noncompliance with the standards. In this case, the Commission may place the institution on probation. If placed on probation, the institution must submit a probationary response to the Commission within a specified time. Upon receipt of the probationary response the Commission either removes probation or revokes membership. Revocation of membership is made public through appropriate printed materials.
 4. If the initial response is not received within the specified time, the institution is placed on probation; the action is not made public. The institution is requested to submit a probationary response within a specified time.
 5. If a probationary response is not received within a specified time, the membership of the institution is revoked and the action is made public through appropriate printed materials.
- J. Any decision of the Commission(s) may be appealed by either the complainant or the institution by following the applicable procedures outlined in Articles VIII through X of the Rules of Practice and Procedure.

ARTICLE VIII

REQUESTS FOR RECONSIDERATION OF ACTIONS BY AN ACCREDITING COMMISSION

Section 1. Actions Eligible for Reconsideration. A request for reconsideration may be filed with the Executive Director of NASM regarding the following actions: denial of Membership or denial of renewal of Membership, revocation of Membership or termination of a new application for Membership, the placing of an institution on probation, continuing denial of a request for approval of new curricula, or continuing deferral of action on an application for Membership.

In eligible cases, a Request for Reconsideration is not a precondition for filing an Appeal of An Adverse Decision described in Article IX; a Request for Reconsideration may precede but may not follow an Appeal of An Adverse Decision.

Section 2. Grounds for Reconsideration. In the event of a decision by an NASM Commission in the categories outlined in Section 1 which cannot be resolved through normal procedures, the grounds for reconsideration shall be allegations concerning bias, injustice, departure from stated procedures, factual error of such magnitude as to warrant reconsideration in this manner, failure

to consider all the evidence and documentation presented in favor of an application, or new evidence that would affect the decision.

Section 3. Procedures for Reconsideration

- A. Not later than thirty (30) days from the date of the Commission action letter, the institution shall notify the Executive Director of NASM in writing of its intention to seek reconsideration of the decision, and not later than sixty (60) days from the same date, it shall submit written documentation supporting its request.
- B. The Executive Director shall determine whether the request for reconsideration meets criteria necessary to proceed as outlined in this Article, and so inform the institution.
- C. If the request meets the criteria, the Executive Director places the request for reconsideration on the next agenda of the appropriate Commission.
- D. The Commission acts on the request using its normal procedures, and the institution is informed of the Commission's action within thirty (30) days after the Commission's action is completed.
- E. The status of any institution shall remain unchanged during the reconsideration. There shall be no public notice of the decision until the review is completed and a final determination in the matter is reached.

ARTICLE IX

APPEALS OF ADVERSE DECISIONS CONCERNING ACCREDITED INSTITUTIONAL MEMBERSHIP

Section 1. Definition. An adverse decision shall be defined as a decision of the Commission on Accreditation, the Commission on Community/Junior College Accreditation, or the Commission on Non-Degree-Granting Accreditation that denies or revokes or terminates accredited institutional Membership. (*For purposes of this statement, "accredited institutional Membership" includes Associate Membership and Membership, both of which carry accreditation status.*)

Section 2. Procedural Authority. Consistent with Article III, Section 3.E., of the Bylaws, the Board of Directors shall adopt written procedures for the Association to consider the appeal of an adverse decision of an NASM Commission. These procedures shall be consistent with and supportive of all sections of Article IX of the Rules of Practice and Procedure.

Section 3. Disclosure and Confidentiality. The appeals process operates under the NASM Rules of Practice and Procedure statement on Disclosure and Confidentiality. NASM considers the appeals process to be confidential and, at all times during the course of the appeal, will maintain complete confidentiality of all documents and information supplied or reviewed during the appeal, as well as the deliberations and decision-making process relating to the appeal or the decision under appeal. However, should a potential or actual appellant publicly disclose a pending or actual appeal or appeal decision, or publicly characterize or make misleading or inaccurate representations about the appeals process, the decision that may be, or is subject to, an appeal, or the appeals decision, whether before, during, or after the appeal, NASM reserves the right to respond immediately and publicly through the appropriate medium or media to correct or clarify such inaccurate or misleading representations or characterizations.

Statements regarding disclosure and confidentiality appearing in the NASM Rules of Practice and Procedure are consistent with NASM's responsibility under law and regulation to inform various governmental authorities when decisions are reached at the conclusion of accreditation or appeals procedures.

Section 4. Grounds for Appeal. The grounds on which an institution may appeal a decision of an NASM Commission which denies or revokes or terminates accredited institutional Membership shall be (a) that the Commission's decision was not supported by substantial evidence in the record upon which the decision was based; and/or (b) that the Commission in making its decision departed significantly from its written procedures.

Section 5. Meaning of Appeals Decisions. Decisions on appeals concern only matters outlined in Section 4 (a) and (b) above. After the appeals process is complete, decisions concerning accredited institutional Membership remain the responsibility of the Commission. Decisions on appeals are made only on evidence available at the time of the decision being appealed.

Section 6. Time of Filing an Appeal. An institution wishing to appeal a decision of an NASM Commission shall file with the Executive Director of the Association either in person or by certified mail not later than thirty (30) days following the date of the Commission's action letter a notice of intent to appeal, which shall be the official action of the governing board of the institution, along with the required filing fee determined as policy by the Board of Directors and published in the written procedures for appeals noted in Article IX, Section 2, of the Rules of Practice and Procedure. The institution shall file with the Executive Director of the Association either in person or by certified mail not later than thirty (30) days following the date of its notice of intent to appeal a written appeal document setting forth evidence and argument in support of its appeal. Failure of an institution to file notice of intent to appeal, the required filing fee, or its appeal document in a timely fashion shall void the appeal.

Section 7. Initial Response. The Executive Director of NASM shall ensure that the institution's appeal document meets all preconditions for review by an appeals committee. Immediately upon receiving an appeal document that meets all preconditions for review, the Executive Director shall forward to the Chair of the Commission whose decision is being appealed a copy of the document and shall provide written acknowledgement of the Association's receipt of the document to the music executive and the chief executive officer of the institution. Within thirty (30) days of receipt of the appeal documents, the Chair of the Commission shall provide a written response to the appeal stating the reason for the decision. The response shall be sent to the Executive Director, who forwards copies to the music executive and the chief executive officer of the institution filing the appeal.

Section 8. Appeals Committee

- A. The Executive Director, with the approval of the President, Vice President, Secretary, and Treasurer, shall appoint the chair and members of an appeals committee comprising three persons, none of whom shall be members of the Commission.
- B. Each person invited to participate in the appeals committee shall be asked to consider whether any conflict of interest arises from service on the committee. Conflict of interest includes, but is not limited to, participating in any way in the process leading to the decision being appealed; coming from the same state as the institution appealing; having any prior or projected alumni, employment, or financial relationship, or having any other prior or projected relationship with the appealing institution that could influence or be construed as influencing the outcome of the appeal. If conflict of interest is found, that person may not serve on the appeals committee. In addition, appeals committee members are subject to NASM policies concerning conflict of interest.

- C. The appeals committee shall receive from the institution making the appeal written materials detailing its appeal and from the Chair of the Commission whose decision is being appealed a written response to the appeal, and will hear in person representatives of the institution and of the Commission who choose to appear.

Section 9. Decision on an Appeal. After following procedures established by the Board of Directors (see Section 2 of this Article, above), the appeals committee shall render a final decision, either to (a) deny the appeal and sustain the decision of the Commission or (b) sustain the appeal and remand the decision to the Commission for correction of errors or omissions and for reconsideration. The final decision of the appeals committee shall be distributed to the music executive and the chief executive officer of the institution and to the Chair of the Commission whose decision is being appealed.

An institution's continuing disagreement with the final decision of the appeals committee shall be settled by arbitration in accordance with the Rules of the American Arbitration Association. Arbitration considers only items (a) and (b) of the Grounds for Appeal outlined in Section 4 of this Article.

Section 10. Reconsideration by the Commission. If the appeal is denied, the Commission has no power to consider new evidence produced since the original decision.

If the appeal is sustained and the decision remanded to the Commission, the Commission in making a new decision shall take into account changes made by or occurring in the institution since the original decision. The Commission in its reconsideration shall utilize written materials submitted by the institution, and may utilize a team visit to the institution and such other procedures as are appropriate in correcting the errors and omissions identified by the appeals committee and in reaching a new decision on the institution's Membership. The institution may be assessed such fees as are established by the Association for such procedures, except that the institution may not be assessed fees for Commission actions taken solely to correct errors and omissions identified by the appeals committee. The institution is responsible, however, for reimbursing the expenses of any NASM visitors according to NASM procedures.

Section 11. Effective Date of Action. Until the final decision of the appeals committee, the decision under appeal shall not be in effect, and the accredited institutional Membership status of the institution shall remain as it was before the decision under appeal was made.

If the appeal is denied, the Commission decision under appeal shall become effective on the date of final adoption by the appeals committee of the recommendation that the appeal be denied and the decision be sustained.

If the appeal is sustained, the decision being appealed is void, and until the Commission takes a new action, the accredited institutional Membership status of the institution shall remain as it was before the decision under appeal was made.

ARTICLE X

PROCEDURES REGARDING PETITION FOR REVIEW OF DECISIONS

Section 1. Actions Eligible for Review. A petition for review of decisions may be filed with the Executive Director of NASM regarding the following: any action by the Board of Directors, the Executive Committee, or the Committee on Ethics affecting relationships between institutions or individuals and the Association in areas outside accreditation.

Section 2. Grounds for Petitions. In the event of a decision by any of the entities outlined in Section 1 which cannot be resolved through normal procedures, the basis for such petitions shall be allegations concerning bias, injustice, departure from stated procedures, factual error of such magnitude as to warrant reconsideration of the matter, failure to consider all the evidence and documentation presented, or new evidence that would affect the decision.

Section 3. Procedures for Petition.

- A. Not later than thirty (30) days from the date of the letter outlining the decision, the institution or individual shall notify the Executive Director of NASM in writing of its intention to seek reconsideration of the decision, and not later than sixty (60) days from the same date, it shall submit written documentation supporting such petition.
- B. The Executive Director shall determine whether the petition meets criteria necessary to proceed as outlined in this Article, and so inform the petitioning party.
- C. If the request meets the criteria, the Executive Director places the petition on the next agenda of the body against whose decision the petition was filed.
- D. The body in question acts on the petition using its normal procedures, and the petitioning party is informed of the body's response within thirty (30) days after the body completes its response.
- E. If the above procedure fails to reach a resolution of the matter, the Executive Director, with approval of the other officers, shall have the power to appoint a review panel comprising three persons, none of whom shall be members of the body against whose decision the petition is filed.

The work of the hearing panel shall be conducted in such a manner to minimize costs to the petitioner and to the Association. If necessary, the review panel may conduct hearings either in person or by conference telephone call. All work of the review panel shall be conducted in accordance with due process and according to the Constitution, Bylaws, Code of Ethics, and Rules of Practice and Procedure of NASM.

If circumstances require the review panel to meet at a time other than the NASM Annual Meeting, the Finance Committee of NASM shall designate a procedure for equitable distribution between the petitioning institution or individual and NASM of all costs for such a meeting or hearing.

The review panel may either recommend affirming the decision, or recommend that the body in question reconsider the decision, giving reasons in either case.

- F. The petitioning institution or individual shall bear the cost of any transcript requested.
- G. The Board of Directors of NASM, except for those involved in the disputed decisions or those with conflicts of interest, shall have the power to make final determination regarding petitions for review of decisions.
- H. Any appeal from the final ruling of the Board of Directors, either by an institution or an individual, shall be settled by arbitration in accordance with the Rules of the American Arbitration Association.

ARTICLE XI
PUBLICATION OF NASM ACCREDITATION ACTIONS

Section 1. After official notification in writing to institutions considered by the Commission(s), the Association posts a summary report of each Commission meeting to its web site within the “Current Information” section. This report includes all final actions concerning accredited Membership status in the Association, including voluntary withdrawal from accredited institutional membership. An annual summary report of the Commissions is published in the *Proceedings* of each Annual Meeting.

Section 2. The Executive Director shall notify the U.S. Secretary of Education within thirty days of any final decision to withdraw accreditation status from an institution or program.

Section 3. For the benefit of Association members, music organizations, educational institutions, and the general public, the Association publishes annually a *Directory* of NASM member schools. Such listing of accredited schools is revised subsequent to Annual Meetings of the Association. The *Directory* is available to the public upon request and upon payment of an appropriate fee. NASM *Directory* listings of member institutions must include the following information:

- A. The name and address of the institution;
- B. The indication “Associate Member” (if applicable);
- C. Dates including the first year of NASM Membership, the year of the last visit for accreditation, and the academic year of the next NASM visitation;
- D. A statement of institutional characteristics indicating whether or not the institution is degree-granting and/or non-degree-granting, proprietary or not-for-profit, public or private, and a description of the administrative structure of the institution or unit being accredited;
- E. The names of appropriate administrative officers and NASM representatives;
- F. Telephone number;
- G. Degrees and programs approved by the NASM accrediting Commission(s).

Section 4. The Association recommends that the chief administrators and the music administrators of educational institutions make Association evaluation reports available to faculty members and others directly concerned. Neither visiting team members nor Association members are authorized to disclose the information obtained during evaluation visits or from discussions held during Association meetings. The extent to which public access may be given to the contents of evaluation reports is determined by the chief administrator of the educational institution, in consultation with the administrator of the music program offered by the institution.

Section 5. The use of excerpts from accreditation materials in advertising or promotional contexts is considered to be a violation of Article III of the Code of Ethics and Article XI of the Rules of Practice and Procedure.

ARTICLE XII
PRINTED RECOGNITION OF MEMBERSHIP

Section 1. Accredited Membership.

- A. When an accredited member institution publishes a composite list of agencies that accredit it, NASM must be included.
- B. Clear distinctions must be made between NASM accreditation and other organizational memberships or affiliations or approvals. Only NASM accredits music curricula.
- C. Statements regarding accredited membership must be present in the institution's catalog or other publications. These statements shall be factual, not editorial, and brief—such as:
 - “... is an accredited institutional member of the National Association of Schools of Music (or of NASM)”;
 - or
 - “... is accredited by NASM”;
 - or
 - “... is accredited by NASM since [date]”.
- D. The institution shall publish in one or more official documents concerning its music program, or otherwise make available upon request, the name, address, and telephone number of NASM.

Section 2. Advertising. In any advertising by an institutional member of the Association, statements concerning the accreditation status shall be factual, not editorial, and brief. The examples presented in Section 1.C. above should be used as guidelines.

ARTICLE XIII
DISCLOSURE AND CONFIDENTIALITY

Section 1. NASM provides numerous services that include the publication of policy statements, reports, and surveys. These are available to the public for a fee. Upon request, NASM will provide the academic and professional qualifications of the members of its policy and decision-making bodies and its administrative personnel.

Section 2. Upon request, NASM will make publicly available all information about an institution that is published in the *NASM Directory* (see Article X, Section 3). NASM will also indicate whether or not an institution holds or has held accredited Membership.

Section 3. NASM will not make publicly available any information supplied by the institution or by representatives of NASM in the course of the accreditation process. This includes Self-Studies, Visitors' Reports, and correspondence. While NASM encourages institutions to make publicly available information about their accredited status and to share accreditation materials with individuals and agencies having legitimate claim to information beyond that available to the general public, the Association regards all accreditation materials as the property of the institution. Therefore, release of these materials is either through the institution or by its permission.

Section 4. If an institution releases information that misrepresents or distorts any action by NASM with respect to any aspect of the accreditation process, or the status of affiliation with NASM, the chief executive officer of the institution and the program director, where applicable, will be notified by the NASM Executive Director and informed that corrective action must be taken. If the misrepresentation or distortion is not promptly corrected, NASM, at its discretion, may release a public statement in such a form and content as it deems necessary to provide the correct information.

Section 5. Certain relationships yield information which legally cannot be disclosed without the consent of the person who provides it—for example, the relationship between physician and patient, between attorney and client, between clergy and penitent, etc. Should such information, or other information that is protected under law by a comparable privilege or safeguard, come into the hands of NASM or an NASM evaluation team, its disclosure to persons other than the immediate recipients is forbidden.

ARTICLE XIV AMENDMENTS

The Rules of Practice and Procedure may be amended by majority vote of the Board of Directors provided a written notice of the proposed amendment is sent to all institutional members for comment at least two weeks before the vote.

STANDARDS AND GUIDELINES FOR ACCREDITED INSTITUTIONAL MEMBERSHIP

I. GENERAL PRINCIPLES

In presenting the following Standards and Guidelines statements, NASM affirms its special commitment to those principles of voluntary accreditation which encourage diversity among institutions and respect for operational integrity within institutions.

As has been the case since the founding of the Association, these Standards and Guidelines are presented as a synthesis of current thought about education and professional training in music to be used as part of the peer-review process of accreditation, not as a set of rules and regulations to be enforced through rigid procedures.

In this process, the Standards and Guidelines provide a basis for:

- (a) The dialogue within the institution as part of the self-study process,
- (b) The institution's interaction with the visiting team, and
- (c) The exchange of views between the institution and the NASM Commission.

Therefore, the Standards and Guidelines statements must be viewed along with the NASM Bylaws, Code of Ethics, Rules of Practice and Procedure, and accreditation procedures if a comprehensive picture of the NASM accreditation process is to be obtained.

The Standards and Guidelines are also intended to provide the public at large with a comprehensive document outlining the attributes of education and training programs in music. These attributes are presented as a framework within which each institution develops the specifics of its unique program. *In no case should "standards and guidelines" be construed as indicating standardization.*

The accreditation of schools and departments of music is based upon:

- (a) The goals and objectives set forth by the individual school;
- (b) The manner in which these goals and objectives relate to standards for accreditation generally characteristic of educational institutions;
- (c) The comprehensive presentation of the educational philosophy and concepts that determine these goals and objectives;
- (d) The degree to which these goals and objectives have been achieved.

Standards are applied recognizing that:

- (a) A unique relationship exists in each music unit between operations (goals, objectives, resources, policies, etc.) and programs (curriculum, presentations, research, scholarship, etc.), and
- (b) Evaluation and management of this relationship are crucial to the effectiveness with which the music unit shapes its programs, relates them to the mission and goals of the institution, and produces educational results.

Standards concerning operations and those concerning academic programs are used in the context of this relationship as the institution undertakes self-study, as on-site visitors review the program, as the Commission reaches the accreditation decision, and as the institution continues working on its own terms to develop and evaluate its music programs.

The standards below address content and competencies for various degree and other programs in music. Accreditation evaluations are conducted on the basis of content and competencies rather than on course titles. Identification of specific content or competencies in the standards text does not indicate the necessity of a specific, separate course dedicated to that area.

Percentages appearing in curricular standards indicate the normal time necessary to develop (a) competence in specific areas of study and (b) the range of competencies expected of those who receive various specific degrees and credentials. Percentages are benchmarks, not calipers. Content, time, competence, and their interrelationships are the primary issues. Percentages are indicators about, not substitutes for, the development of competence.

Criteria and provisions in the following texts are applied with careful attention to distinctions among standards, guidelines, and recommendations. Statements using terms such as “shall,” “must,” and “essential” outline threshold standards. Statements using the word “normally” indicate one or more of the numerous conditions usually present when there is compliance with a threshold standard. Statements using the word “should” represent guidelines. Statements using the terms “recommendation” or “suggestion” indicate advice based on consensus of the profession. Accreditation is based on assurance that an institution meets the threshold standards agreed upon by the Association. Guidelines and advice, while related to fulfillment of functions required by the standards, are not themselves threshold standards.

II. COMMISSION JURISDICTION

NASM has three accrediting Commissions. Their separate jurisdictions are described below, along with the set or sets of standards used by each Commission.

A. Commission on Non-Degree-Granting Accreditation

Jurisdiction:

- Community education programs in all types of institutions (preparatory programs, continuing education programs, etc.)
- Free-standing, non-degree-granting institutions at all levels

Standards Applied:

Standards for Non-Degree-Granting Institutions and Programs

B. Commission on Community/Junior College Accreditation

Jurisdiction:

- Associate degree programs offered by community/junior colleges
- Postsecondary non-degree-granting programs offered by associate-degree-granting institutions organized as community/junior colleges

Standards Applied (as applicable):

- Standards for Community/Junior Colleges and Associate Degree Programs
- Standards for Non-Degree-Granting Institutions and Programs

C. Commission on Accreditation

Jurisdiction:

- Associate, baccalaureate, and graduate degree programs offered by institutions offering four-year baccalaureate and/or graduate degrees
- Postsecondary non-degree-granting programs offered by baccalaureate and graduate degree-granting institutions

Standards Applied (as applicable):

- Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs
- Standards for Community/Junior Colleges and Associate Degree Programs
- Standards for Non-Degree-Granting Institutions and Programs

Fig.1. STANDARDS APPLICABLE TO UNDERGRADUATE PROGRAMS

(Numbers in parentheses refer to *Handbook* pages.)

Liberal Arts Degree Track

Professional Degree Track

All Baccalaureate and Graduate Degree-Granting Programs

<ul style="list-style-type: none"> • Basic Criteria for Membership (51–52) • Operational Standards (52–67) • Music in General Education (99)

and

All Undergraduate Programs

and

<ul style="list-style-type: none"> • Requirements for Admission to Curricula Leading to Baccalaureate Degrees in Music (68) • Policies Regarding Application of Baccalaureate Standards (68–70) • General Standards for Graduation From Curricula Leading to Baccalaureate Degrees in Music (70–71)
--

and

All Liberal Arts Degrees

and

All Professional Baccalaureate Degrees in Music

<ul style="list-style-type: none"> • Standards for the Liberal Arts Degree With a Major in Music (71–73)

<ul style="list-style-type: none"> • Competencies Common to All Professional Baccalaureate Degrees in Music (73–75) • Competencies, Standards, Guidelines, and Recommendations for Specific Baccalaureate Degrees in Music (75–76)
--

and the separate standards statements applicable to each of the following major programs offered by the institution as *specific professional baccalaureate degrees in music*

Performance (76–77)
—Opera and Musical Theatre (152–161)
—Orchestral Conducting (162–166)
Music Theory (77–78)
Composition (78)
Music History and Literature (78–79)
Sacred Music (79–80)
Jazz Studies (80)
Pedagogy (81)
Music Therapy (81–83)
Music Education (83–86)
Music in Combination with Other Fields (87)
—Music and Business (167–170)
—Music and Electrical Engineering (171–178)

Fig.2. STANDARDS APPLICABLE TO MASTER'S DEGREES

(Numbers in parentheses refer to *Handbook* pages.)

General Master's Degree Track

Specific Master's Degree Track

All Baccalaureate and Graduate Degree-Granting Programs

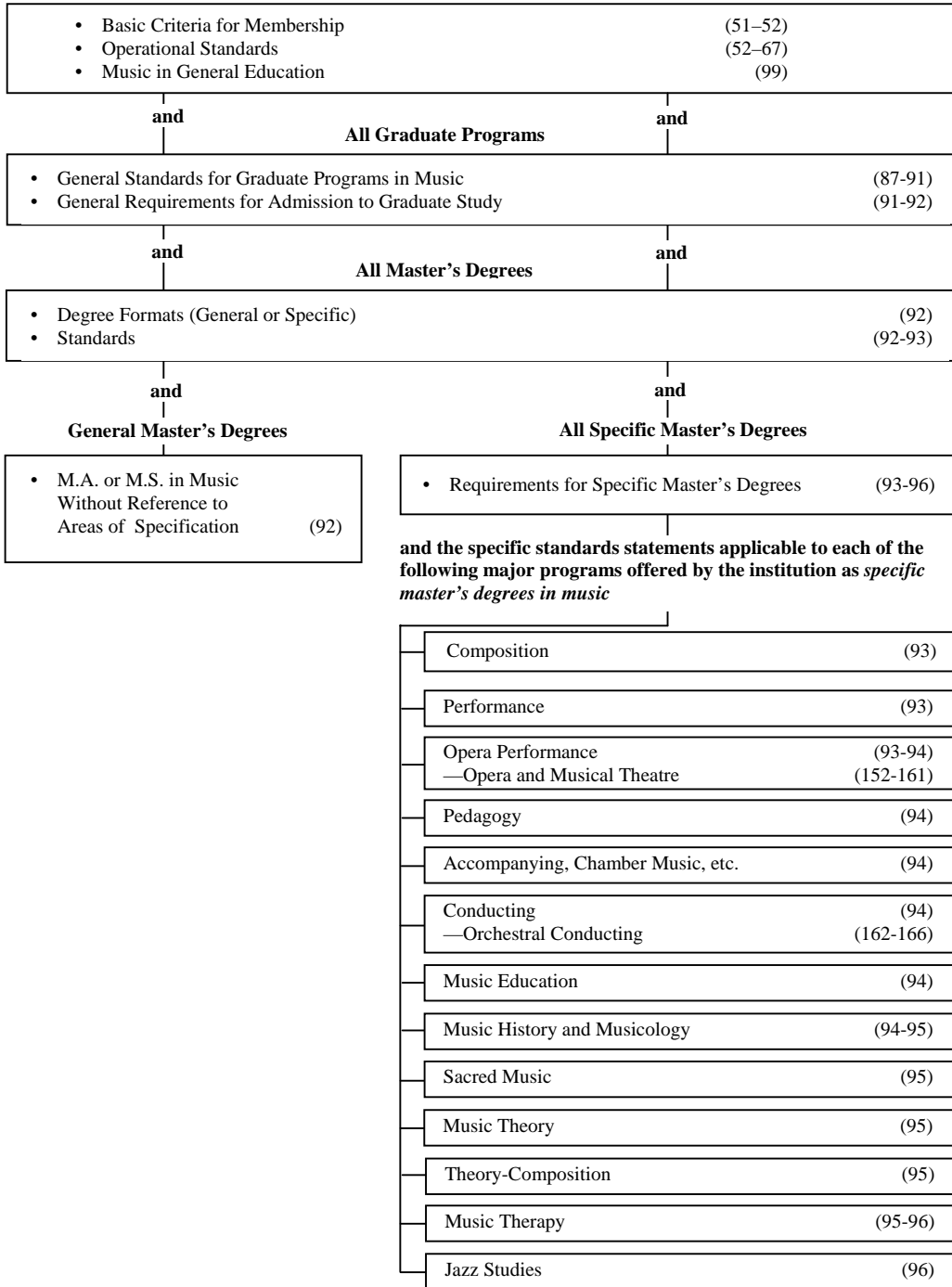


Fig.3. STANDARDS APPLICABLE TO DOCTORAL DEGREES

(Numbers in parentheses refer to *Handbook* pages.)

Doctoral Degree Track

All Baccalaureate and Graduate Degree-Granting Programs

<ul style="list-style-type: none">• Basic Criteria for Membership• Operational Standards• Music in General Education	(51-52) (52-67) (99)
--	----------------------------

and

All Graduate Programs

<ul style="list-style-type: none">• General Standards for Graduate Programs in Music• General Requirements for Admission to Graduate Study	(87-91) (91-92)
---	--------------------

and

All Doctoral Degrees

<ul style="list-style-type: none">• Doctoral Degrees in Music	(96-98)
---	---------

and the separate standards statements applicable to each of the following major programs offered as *specific doctoral degrees in music*

Composition	(97)
Performance	(97)
—Opera and Musical Theatre	(152-161)
—Orchestral Conducting	(162-166)
Music Theory	(97)
Musicology	(97-98)
Music Education	(98)
Sacred Music	(98)

STANDARDS FOR BACCALAUREATE AND GRADUATE DEGREE-GRANTING INSTITUTIONS AND PROGRAMS

NASM accreditation standards for baccalaureate and graduate degree-granting institutions begin with general requirements for all degree programs and proceed in cumulative increments to specific programs. While this format prevents unnecessary repetition in the text, the length of the Standards statement as a whole may obscure the accumulation of requirements that apply to specific degree programs.

The charts on the preceding pages (Figs. 1–3) are designed to depict the applicability of the Standards to various degree programs. Standards statements are referenced to pages of the *Handbook*.

I. BASIC CRITERIA FOR MEMBERSHIP

The National Association of Schools of Music recognizes many types of programs in baccalaureate and graduate degree-granting institutions. The primary purpose of all institutions, whatever types of programs they offer, should be to provide the best possible environment for musical training. Such an environment should foster an understanding of the arts and an attitude of respect for their potential contribution to society.

Membership in the Association signifies accreditation. Baccalaureate and graduate degree-granting institutions shall meet the following basic criteria for membership:

1. The institution shall offer regular classes in such areas as theory, history, and appropriate repertoires of music, as well as instruction in performance.
2. The institution shall maintain a curricular program in musicianship skills at various levels appropriate to the needs of its students.
3. The institution shall offer instruction in and opportunities for ensemble performance.
4. The institution shall offer at least one complete curriculum, e.g., Bachelor of Music Education, Bachelor of Music with a major in piano, Bachelor of Arts with a major in music, et al.
5. Baccalaureate degree-granting institutions shall have graduated at least one senior class and another class shall be in readiness subject to examination.
6. Institutions offering graduate programs must have graduate students in residence or have received Plan Approval from the Commission on Accreditation.
7. All policies regarding the admission and retention of students, as well as those pertaining to the school's evaluation of progress through its educational program, shall be clearly defined in literature published by the institution.
8. All tuition, fees, and other charges, as well as all policies pertaining thereto, shall be clearly described in the institution's published literature.
9. Faculty members shall be qualified by educational background and/or professional experience for their specific teaching assignments. The institution shall list its faculty in its published literature.
10. The institution shall have facilities and equipment adequate to the needs of its educational program.

11. The institution shall have library space and holdings adequate to the needs of its educational program.
12. The institution shall be licensed or chartered to operate as required by local and state legal codes. The institution shall meet all legal requirements to operate wherever it conducts its activities. Multipurpose institutions offering degrees in music and in other disciplines shall be accredited by the appropriate regional or institutional accrediting agency.
13. The institution shall provide (or, in the case of foreign studies programs, be responsible for) all course work or educational services to support its educational programs, or demonstrate that any cooperative or contracted course-work or educational services are provided by an outside institution or organization having accreditation as an entity by a nationally recognized accrediting agency.
14. The institution demonstrates commitment to a program of continuous self-evaluation.

II. OPERATIONAL STANDARDS

A. Mission, Goals, and Objectives

Each music unit must have clear statements of mission, goals, and objectives that define its special, perhaps unique, function in the larger context of advanced educational and artistic endeavor. There are numerous specific definitions, but normally, mission statements articulate broad connections between the institution's efforts in music and the world of art and intellect; goals are broad statements of aim, the specific needs toward which efforts are directed; and objectives are the specific steps for reaching goals. Goals usually imply something less remote and more definitive than mission, while objectives are components measurable in time, numbers, dollars, or specific activities.

Statements of mission, goals, and objectives must be appropriate to institutions of higher education, appropriate to the field of music, compatible with NASM standards, and must demonstrate that the fundamental purposes of the institution and music unit are educational. Areas normally covered include but are not limited to specific music and music-related fields, students to be served, teaching, creative work and research, service, performance, and the policies and resources needed for effectiveness in these areas. Choices of particular sets of mission, goals, and objectives bring specific educational, artistic, and resource obligations.

In multipurpose institutions, the mission, goals, and objectives of the music unit must have a viable relationship to the mission, goals, and objectives of the institution as a whole. Each music unit must demonstrate that its mission, goals, and objectives have guiding influence on all aspects of its work; for example, as (1) the basis for making educational and artistic decisions; (2) the basis for long-range planning, including the development of new curricula, innovative activities, expansion or reduction of programs or enrollments; and (3) the basis for operational decisions, including admission practices, selection of faculty and staff, allocation of resources, evaluation, and administrative policies. Significant programmatic components of the music unit such as degree programs, research institutes, and major performance ensembles shall also have clearly defined goals and objectives: these shall have a viable relationship to the goals and objectives of the music unit as a whole.

Statements concerning mission, goals, and objectives must be published and made available to various constituencies in order to create a common conceptual framework for achieving the program's aspirations. While the level of detail may vary with the particular constituency, statements should be basically consistent among all publications.

Mission, goals, and objectives have a critical relationship with all operational matters. Operational policies and activities exist to serve the operational, artistic, and intellectual programs of each music unit. This condition creates interrelationships among various operational elements and between the entire set of operational elements and curricular programs. Institutions and music units must develop and manage these interrelationships so that policies, practices, resources, and programs are mutually supportive and demonstrably effective in achieving mission, goals, and objectives. The institution and the music unit must have mechanisms for evaluating the viability of its set of interrelationships and priorities as conditions and contexts evolve, and for making changes as appropriate.

B. Size and Scope

Institutions are expected to demonstrate a positive relationship among the size and scope of music programs, the goals and objectives of these programs, and the human, material, and fiscal resources available to support these programs.

The study of music requires opportunities for daily interaction with other musicians. In academic settings, this interaction is critical not only in ensemble performance, but also in the development of all types of musical knowledge and skills. Therefore, institutions shall maintain: (1) sufficient enrollment to support the size and scope of programs offered; (2) an appropriate number of faculty and other resources to support the size and scope of programs offered; (3) sufficient advanced courses in music appropriate to major areas of study at degree levels being offered; and (4) requisite ensemble experience at an advanced level.

An institution shall not be considered for Membership unless there is in residence at each senior college and graduate school, if applicable, a minimum of twenty-five candidates for the curriculum or composite curricula on the basis of which the school is applying for Membership. In undergraduate institutions where students declare majors at sophomore or junior levels, students may be counted as music majors if (1) they have indicated that they are potential music majors and (2) they are taking musicianship and other courses necessary to complete a music major. Institutions offering graduate work only shall have a minimum of fifteen candidates for the curriculum or composite curricula on the basis of which the school is applying for Membership.

Member institutions with enrollments falling below the minimum requirements for three consecutive years shall be subject to review under "Commission Policies for Institutions Reporting Enrollments Lower Than NASM Minimums."

C. Finances

Financial resources shall be adequate in terms of (1) mission, goals, and objectives, and (2) the size and scope of the music unit. The audited financial statements of the institution shall reveal sound financial management in support of the educational program. Evidence of past and potential financial stability and long-range financial planning must be demonstrated. Budget allocations for personnel, space, equipment, and materials must be appropriate and sufficient to sustain the programs offered by the music unit from year to year. Evidence must be provided demonstrating that financial support is sufficient to ensure continued operation of the music unit in accordance with NASM standards applicable to the music unit and its programs for the projected period of accreditation.

The institution shall maintain accurate financial records according to legal and ethical standards of recognized accounting practice. For privately supported institutions, this involves an annual audit with opinion prepared by an independent certified public accountant. Such audit is normally completed within 120 days, and must be completed within 180 days, after the

close of each fiscal year. For tax-supported institutions, this involves a periodic audit with opinion as mandated by the legislative or executive branch of the government entity supporting the institution.

The institution shall publish all regulations and policies concerning tuition, fees, and other charges, and shall develop a tuition refund policy that is equitable to both the institution and the student.

D. Governance and Administration

The purpose of governance structures and administrative activities shall be to serve the mission, goals, and objectives of the institution and the music unit. Operations of the governance system shall assure educational, artistic, administrative, and financial continuity and stability, and show evidence of long-range planning. The governance structure of the institution shall include a board of trustees with legal and financial responsibilities and adequate public representation.

The governance relationships of each organizational component of the institution, including the process by which they function and interrelate, shall be stated clearly in written form and should be publicly available. Administrators, faculty, and staff shall understand their duties and responsibilities and know the individuals to whom they are responsible. The music unit shall have reasonable and sufficient autonomy commensurate with its mission, goals, and objectives. In multipurpose institutions, the music unit must have adequate representation to deliberative bodies whose work has an impact on the educational and artistic endeavors and results of the music unit.

The governance relationships among trustees, administration, faculty, staff, and students shall demonstrate a primary focus on support of the teaching and learning process: (1) the board is legally constituted to hold the property, assets, and purposes of the institution in trust with responsibility for sustaining the institution and exercising ultimate and general control over its affairs; (2) the administration is empowered to operate the institution, provide optimum circumstances for faculty and students to carry out these purposes, and provide effective communications channels both inside and outside the institution; (3) the faculty has a major role in developing the academic program and in evaluating and influencing the standards and conditions that pertain directly to instruction, creative work, and research; and (4) student views and judgments are sought in those matters in which students have a direct and reasonable interest.

The institution must maintain an effective administrative organization and set of administrative personnel commensurate with its size and scope, and empowered by its trustees to direct and support the institution and its music programs toward the achievement of their mission, goals, and objectives. The administration of the music unit must provide mechanisms for communication among all components of the unit.

The institution shall provide the music executive and other administrators of specialized areas sufficient time and staff to execute the required administrative and/or teaching duties effectively. The executive's responsibilities shall be clearly delineated and executive authority shall be commensurate with responsibility.

The music executive should exercise leadership in program evaluation and planning, encourage faculty development, and promote among all faculty and staff a spirit of responsibility, understanding, and cooperation. The music executive should also nurture an environment that contributes to the music unit's pursuit of its mission, goals, and objectives.

E. Faculty and Staff

1. Qualifications

The institution shall maintain faculties and staff whose aggregate individual qualifications enable the music unit to accomplish its mission, goals, and objectives. Faculty members (including part-time faculty and graduate teaching assistants) shall be qualified by earned degrees and/or professional experience and/or demonstrated teaching competence. All must be able to guide students and to communicate personal knowledge and experience effectively. Standard II.E.1 applies to studies, course work, and ensembles taken at the institution or under cooperative arrangements with another educational or performing institution, or in any other third-party arrangement.

A person's qualifications to teach performance, composition, and other applied subjects are significantly revealed by the individual's past and/or present involvement as a presenting performer or composer.

NASM recognizes the availability of doctorates for specialists in performance, composition, and some other applied disciplines. At the same time, the Association recognizes that some highly qualified artist-teachers may hold other academic degrees; others may not hold any academic degrees. In such cases, the institution should base appointments on experience, training, and expertise at least equivalent to those required for the master's degree in music or another appropriate field.

Academic degrees are a pertinent indicator of the teacher's qualifications for instructing in theoretical, historical, and pedagogical subjects. Creative work, research, and publication are indicators of a teacher's qualifications, productivity, professional awareness, and contribution to various aspects of music and music-related fields.

2. Number and Distribution

The number of full- and part-time faculty positions and their distribution among the specializations must be sufficient to achieve the music unit's mission, goals, and objectives, and appropriate to the size and scope of the music unit's programs. Some relationship, with respect to numerical proportion and mechanisms for interaction, must be maintained between full-time faculty involved in the continuing business of the program and part-time or adjunct faculty, who may be less involved but who provide compensating professional strengths. This relationship will be appropriate to each institution and each music unit. The institution must have clear, published definitions of faculty classifications (for example, tenured, graduate, full-time, part-time, adjunct, and visiting).

An institution shall distinguish in its printed literature between curricular and "workshop" faculty. For these purposes, curricular faculty shall be defined as those employed to teach on a regularly scheduled basis (at least biweekly) throughout an academic program of study.

Multiple faculty involved in any specific area of specialization should represent a diversity of background and experience in their field of expertise.

3. Appointment, Evaluation, and Advancement

The institution and music unit must have procedures for appointing, evaluating, and advancing music faculty that promote objectivity and that ensure appropriate connections between personnel decisions and mission, goals, and objectives, especially as aspirations and purposes concern teaching, creative work, performance, research, scholarship, and service. Effective and fair evaluation is based on clear and accurate statements regarding

responsibilities and expectations. The particular arrangement of elements and perspectives used to determine the quality of faculty work should be considered and articulated as clearly as possible for each faculty and staff member, especially at the time of appointment.

The institution must have procedures for the regular evaluation of all faculty.

Music faculty holding appropriate credentials and having full-time appointments are entitled to full faculty status and should be given treatment comparable to that for faculty members in other disciplines on a given campus with regard to appointment, tenure, increases in salary, and advancements to higher academic rank. The creative production and professional work of performers, composers, and other applied faculty should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement in all institutions. Such equivalency must be present when the institution has goals and objectives for the preparation of professional composers and performers.

4. Loads

Faculty loads shall be such that faculty members are able to carry out their duties effectively. Faculty members shall have adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in service activities expected by the institution. The teaching loads of those having administrative and consultative duties should be appropriately reduced.

Institutions use a variety of methods for calculating teaching loads. The choice of method is the prerogative of the institution. Policies concerning loads should be clearly developed and published with regard to the variety of educational, artistic, and administrative duties undertaken by music faculty, and any conversions between clock hours and credit hours.

Classroom instruction in lecture/seminar format is commonly weighted with studio private lessons on a 2:3 ratio, that is, two hours of classroom instruction is equated with three hours of private instruction. Music faculty teaching only classroom/seminar courses should have their load determined in the same way as faculty in other departments of the institution. Statistical data regarding current practice is published and available from NASM.

5. Student/Faculty Ratio

Some balance, appropriate to each institution and each music unit, must be maintained between the numbers of full-time equivalent students and full-time equivalent faculty. The institution must demonstrate that its student/faculty ratio is consistent with the size, scope, goals, and objectives of the programs offered. Statistical data regarding current practice is published and available from NASM.

6. Graduate Teaching Assistants

The music unit must carefully select, train, supervise, and evaluate graduate teaching assistants whenever they are employed. Mentoring programs are encouraged.

7. Faculty Development

Institutions and music units must encourage continuing professional development, even if funding is limited. Sabbatical or other professional leaves; participation in activities that foster exchanges of ideas; cooperative activities and research, scholarship, and course preparation are encouraged and should be provided for music faculty consistent with support provided to comparable units in the institution. Whatever the institution's faculty development policies and mechanisms, the primary initiative for professional growth rests with each faculty member.

8. Support Staff

Support staff shall be provided commensurate with the music unit's mission, goals, objectives, size, and scope. It is recommended that these positions be administered by the music unit.

F. Facilities, Equipment, and Safety

The following facilities shall be provided as appropriate to the mission, goals, and objectives, and to the size and scope of the music unit: classrooms, faculty teaching studios and offices, student practice rooms, ensemble rehearsal rooms, auditoriums for concerts, a music library, storage facilities, and administrative offices. Space allotted to any music unit function must be adequate for the effective conduct of that function.

Equipment adequate for the work of the music unit shall be provided as appropriate to the mission, goals, and objectives, and to the size and scope of the music unit. Equipment includes grand pianos; upright pianos; pipe and/or electronic organs; electronic instruments and equipment; recording equipment; audio and video playback equipment for libraries, listening rooms, and classrooms; orchestral and band instruments; computers; supplies; and any necessary audio-visual aids.

Facilities and equipment shall be adequate to support faculty needs, all curricular offerings and all students enrolled in them, and be appropriately specialized for advanced work.

Budget provisions shall be made for adequate maintenance of the physical plant and equipment. Acoustical treatments appropriate to music facilities shall be provided. Music units with goals and objectives in areas that require constant updating of equipment must demonstrate their capacity to remain technologically current.

All instructional facilities shall be accessible, safe, and secure, and shall meet the standards of local fire and health codes.

All facilities and equipment should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors. Each music unit should maintain a plan for the regular upkeep of its facilities and upkeep and replacement of equipment. The plan should be developed consistent with goals and objectives, the size and scope of the music unit, and prospective changes.

G. Library and Learning Resources

The music unit shall have library, learning, and information resources necessary to fulfill its mission, goals, and objectives, and appropriate for the size and scope of its operations. The music library should be considered an integral part of the music program of the institution.

The institution shall have policies concerned with but not limited to the following aspects of library operation: governance, collections and their development, personnel services and access, facilities, and finances. These policies should support both the number and scope of curricular objectives and should be developed in a manner that demonstrates coordination between the library staff and the music faculty.

1. Governance

The functional position of the music library within the total library structure shall be clearly identified, and the responsibilities and authority of the individual in charge of the music library shall be defined.

There should be a close administrative relationship among all libraries within the institution so that music students and faculty may make the best use of library resources.

2. Collections

The institution must maintain library holdings and/or electronic access to holdings in music of sufficient size and scope to complement the nature and levels of the total instructional program in music, to provide incentive for individual learning, and to support research appropriate for its faculty.

There shall be evidence that a systematic acquisitions, preservation, and replacement program compatible with appropriate needs has been planned, and that some form of faculty consultation and review is a continuing aspect of this program. Materials in all formats required for the study of music—books, periodicals, microforms, audio and video recordings, scores and parts, and electronic access to other databases—shall be the basis of the acquisitions, preservation, and replacement program.

Whenever possible, cooperative arrangements should be established with information sources outside the institution to augment holdings for student and faculty use. (The books, scores, and audio and video recordings held by the libraries of municipalities, radio stations, historical societies, and other schools, and access to various electronic databases, can often provide a breadth of coverage far beyond that of the institution.)

3. Personnel

The music library shall be staffed by qualified personnel sufficient to meet the various needs of the music unit. Institutions are encouraged to engage specialized personnel whenever feasible to organize and maintain the music holdings.

4. Services

The institution shall maintain appropriate hours of operation for the library.

There must be convenient access to the library holdings in music through complete and effective catalogs, indexes, and other appropriate bibliographical tools.

There must also be access to the holdings of other institutions through union catalogs, cooperative network facilities, photoduplication, and interlibrary loan.

Instruction in the use of the music library shall be provided.

5. Facilities

The institution shall provide an effective environment for study. Facilities should be as centralized as possible to provide access to all library holdings devoted to the study of music. For example, scores, recordings, and listening equipment should be located in close proximity for effective use in conjunction with one another.

The institution shall provide and maintain equipment that allows access to the resources of the library including, but not limited to, audio and video equipment, microfilm units, and computer terminals.

6. Finance

Budgetary support shall be adequate to provide appropriate services, carry out necessary operations, and satisfy stated requirements of the programs offered.

Although fiscal policies may vary among institutions, it is desirable that the allocation for the music library be an explicit element in the institution's library budget. The management of this allocation should be the responsibility of the individual in charge of the music library.

An organized system of involvement by music faculty and students should exist to advise the librarian in planning short- and long-range fiscal needs most effectively.

H. Recruitment, Admission-Retention, Record Keeping, and Advisement

Communications with prospective students and parents must be accurate and presented with integrity. As a matter of sound educational practice, institutions recruit and admit students only to programs or curricula for which they show aptitudes and prospects for success. Recruitment goals, policies, and procedures shall be ethical, controlled by the institution, compatible with the goals and objectives of the music unit, and free of practices that compensate recruiters directly on an individual or aggregate per-student-yield basis or otherwise create conflicts of interest for recruitment personnel or the institution. Admissions evaluation procedures and counseling services also must be clearly related to the goals and objectives of the institution's music programs.

Admission to particular programs of music study must be correlated to the institution's ability to provide the requisite course work and experiences at the appropriate level for all students enrolled.

Retention policies must be (a) appropriate to the goals and objectives of the institution's curricular programs, (b) clearly defined, (c) published for students and faculty, and (d) applied with rigor and fairness.

The institution shall maintain accurate, up-to-date records of each student's educational progress, including courses taken, grades, repertory studied, performances, and the results of other appropriate evaluations.

Institutional members shall maintain documents pertinent to the awarding of graduate degrees, including theses, dissertations, compositions, recital programs, and audio recordings.

Students should be engaged in a continuous advisement program related to their area of specialization. Advisement should reflect concern for the student's goals and should provide assistance with the selection of courses that serve as appropriate preparation for advanced study. Students should have access to information concerning specialization at the graduate level and available career options in music.

I. Credit and Time Requirements

1. Program Lengths

Associate degrees require a minimum of 60 semester or 90 quarter credit hours and the equivalent of two academic years.

Baccalaureate degrees require a minimum of 120 semester or 180 quarter hours and the equivalent of four academic years.

Post-baccalaureate degrees require a minimum of 30 semester or 45 quarter hours and the equivalent of one academic year and must meet additional credit and time requirements according to degree level and title.

Non-degree-granting programs in degree-granting institutions have semester, quarter, clock hour, and/or other time requirements commensurate with the subject matter taught and the goals and objectives of specific programs.

The total time requirement for any program must be commensurate with the number of credit hours required to complete the program. Reasonable total time requirements must be formulated and published.

2. Awarding Credit

Credit shall be awarded consistently according to the published credit policies of the institution and in compliance with NASM standards. Normally, a semester hour of credit represents at least three hours of work each week, on average, for a period of fifteen to sixteen weeks. Correspondingly, a quarter hour of credit represents at least three hours of work each week for a period of ten or eleven weeks. Credit for short-term offerings must be computed on the same basis.

In lecture-discussion courses, normally one hour of credit is given for one period of recitation (50 minutes) plus two hours of preparation each week of the term. In laboratory or ensemble courses, normally one hour of credit is given for two or three 50-minute recitation periods per week.

It is recommended that one credit hour be given for each three hours per week of practice, plus the necessary individual instruction, with a maximum of six credits per term allowed for the major subject in music performance. It is understood that the credit is not earned unless the final examination is satisfactorily passed. At the undergraduate level, all students in professional programs should be required to have a minimum of one hour (60 minutes) of individual instruction per week, or a comparable equivalent arrangement of individual and/or small group instruction, in the principal performing area.

When institutions offer programs and courses for abbreviated time periods, or in independent study, they must ensure that students completing such programs or courses acquire levels of knowledge, competence, and understanding comparable to that expected of students completing work in the standard time period. For example, in order to earn one hour of credit during a summer session, students must attend approximately the same number of class hours and make the same amount of preparation as they would in attending a one-hour-per-week course for one term during the regular academic year.

3. Transfer of Credit

In granting course credit to transfer students, the receiving institution shall maintain policies to assure that the overall educational experience of the transferring student is at least equal in quality to that of the student taking all of his or her work at the member school.

Transfer credit should be granted for courses taken at another institution only when the course work involved and the level of the transfer applicant's achievement in it permit the student to complete the remaining course work successfully.

Membership in the Association carries with it no obligation to accept, without examination, music credits from other member schools.

4. Published Policies

The institution must publish clear policies concerning program length and credit-granting policies, including indications of courses that carry or do not carry credit in specific circumstances.

J. Published Materials — Web Sites

Published materials concerning the institution and the music unit shall be clear, accurate, and readily available. Published materials include Internet Web sites and any other forms of information distribution. A catalog or similar document(s) shall be published at least biennially and shall cover mission, goals, and objectives; size and scope; curricula; faculty; administrators and trustees; locale; facilities; costs and refund policies; rules and regulations for conduct; all quantitative, qualitative, and time requirements for admission, retention, and completion of degrees and other credentials; academic calendar; policies and procedures for due process; and accreditation status with NASM and other appropriate accrediting agencies. Members of the Association having degree programs in music education and/or music therapy shall state in their catalogs the registration, certification, and/or licensure to which their curricula will lead. Costs; qualitative, quantitative and time requirements; and academic calendars shall have an appropriate relationship to mission, goals, objectives, curriculum, and subject matters taught. Program and degree titles shall be consistent with content. When an institution or program offers work that is given academic credit by another institution, the source of the credit and any credential it leads to must be clear.

In addition to a standard catalog, the music unit should maintain published documents of sufficient clarity and detail to facilitate understanding about all aspects of its work among administrators, faculty, students, parents, and other constituencies.

Through means consistent with its mission, goals, objectives, and resources, (1) the institution or (2) the music program, either separately or in conjunction with the institution, shall routinely provide reliable data and information to the public concerning the achievement of its purposes. The institution and the music unit shall have readily available valid documentation for any statements and/or promises regarding such matters as program excellence, educational results, success in placement, and achievements of graduates or faculty.

Published materials must clearly distinguish those programs, courses, services, and personnel available every academic year from those available on a less frequent basis. Publications should not list as current any courses not taught for two consecutive years which will not be taught during the third consecutive year.

K. Branch Campuses, External Programs, Use of the Institution's Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program

The institution shall protect the use of its name and by doing so, protect the integrity of its accredited status. Various terminologies are used to describe affiliated entities and activities. The terminology used in this section designates functions and organizational structures. NASM policies and standards are applied according to these functions and organizational structures, irrespective of the terminology used to designate them.

A branch campus is normally considered a separate institution within the same corporate structure as the main campus. A branch normally offers a complete program leading to an academic credential or provides community education services, and has a significant amount of local responsibility for administrative control and academic affairs. Branch campuses must have and advertise the same name as the main campus, and must be identified in the catalog or catalog supplement and in other publications of the main campus. The branch may publish its own catalog. It is not necessary for the branch to offer all of the programs that are offered at the main campus; however, the catalog of the main campus must clearly identify the programs offered only at the branch campus.

An extension ordinarily does not offer a complete program of study leading to an academic credential. Extension activities may include courses in programs offered for credit off-campus or through continuing education, evening, or weekend divisions. Extension programs may be affiliated with either the main campus or branch campus, and, as appropriate, must be identified in the catalog of either the main or the branch campus.

The institution must ensure that all branch campus, extension, or similar activities are considered integral parts of the institution as a whole, that they maintain the same academic standards as courses and programs offered on the main campus; and that they receive sufficient support for instructional and other needs. Students involved in these programs must have convenient access to all necessary learning resources. The institution must maintain direct and sole responsibility for the academic quality of all aspects of all programs and must ensure adequate resources. In extension and similar services, on-campus faculty have a substantive role in the design and implementation of programs. If programs or courses use special instructional delivery systems such as computers, television, videotape, or audiotape, appropriate opportunities must be provided for students to question and discuss course content with faculty.

The nature and purpose of any use of the institution's name must be clearly and accurately stated and published.

Accreditation in music does not automatically transfer when a branch campus becomes independent or if an extension facility becomes a branch campus. Institutions must keep NASM informed of discussions and actions leading to the establishment of branch campuses or extensions or to any expanded affiliative uses of the institution's name when music programs for majors or professionals are involved.

L. Distance Learning

Distance learning involves programs of study conducted entirely or partially away from regular face-to-face interactions between teachers and students in classrooms, tutorials, laboratories, and rehearsals associated with course work, degrees, and programs on the campus. The distance aspect of these programs may be conducted through a variety of means, including teaching and learning through electronic systems. Distance learning programs must meet all NASM operational and curricular standards for programs of their type and content. This means that the functions and competencies required by applicable standards are met even when distance learning mechanisms predominate in the total delivery system. Programs in which more than 40 percent of their requirements are fulfilled through distance learning will be designated as distance learning programs in the *NASM Directory*.

Mission, goals, and objectives shall be clear. The institution must demonstrate that such purposes can be delivered through proposed systems of distance learning.

Delivery systems must be logically matched to the purposes of each program. Delivery systems are defined as the operational interrelationships of such elements as program or course content, interactive technologies, teaching techniques, schedules, patterns of interaction between teacher and student, and evaluation mechanisms.

The institution must determine and publish for each distance learning program or course (1) requirements for technical competence and (2) any technical equipment requirements. The institution must have means for assessing the extent to which prospective students meet these requirements before they are accepted or enrolled.

The institution shall publish information regarding the availability of academic and technical support services.

The institution shall have mechanisms for assuring consistency in the application of policies, procedures, and standards for entering, continuing, and completing the course or program. Specific evaluation points shall be established throughout the time period of each course or program.

When an identical program, or a program with an identical title, is offered through distance learning as well as on campus, the institution must be able to demonstrate functional equivalency in all aspects of each program. Mechanisms must be established to assure equal quality among delivery systems.

Instructions to students, expectations for achievement, and evaluation criteria must be clearly stated and readily available to all involved in a particular distance learning program. Students must be fully informed of means for asking questions and otherwise communicating with instructors and students as required.

The institution must provide financial and technical support commensurate with the purpose, size, scope, and content of its distance learning programs.

M. Disciplines in Combination (Inter-, Multi-, Co-Disciplinary Programs, etc.)

To some extent, every curriculum represents a combination of modes of thought and inquiry, and thus, some combination of disciplinary perspectives. However, when an institution decides to offer any study program or degree which is explicitly designated as a multi- or interdisciplinary combination and in which music is either the primary or home discipline or constitutes over 25% of program content, the following operational standards apply in addition to those applicable to all other music programs:

1. Specific coherent goals and objectives shall be developed and published that include, but are not limited to, (a) subject matter, issue, or problem to be addressed; (b) content, techniques, and perspectives used to consider subject matter, issue, or problem; (c) expectations regarding breadth and depth; (d) aspirations for specific intellectual, disciplinary, or artistic engagement; (e) aspirations for juxtaposing, combining, applying, integrating, or synthesizing the disciplines involved.
2. Operations shall reveal coherent achievement of goals and objectives.
3. Terminology shall reflect accurately the type(s) of disciplinary combinations represented or used.
4. Titles shall be consistent with content. Published materials shall be clear about the status of any curricular program with respect to constituting a major, a minor, or field for independent study, etc.
5. Applicable prerequisites for courses or curricula shall be clearly stated, especially with regard to levels of competence in specific disciplines that are to be combined.
6. There must be clear descriptions of what students are expected to know and be able to do upon completion.
7. Guidance, counseling, and mentoring shall be adequate to support the achievement of purposes.
8. Evaluation mechanisms shall be consistent with the goals defined for specific courses, projects, programs, or curricula, and to the collaborative approach(es) involved.

N. Majors in or Based on Electronic Media

Computers and associated electronic media have expanded possibilities for the education of musicians and other artists. Institutions have a large number of options for establishing goals for curricula and course work. Choices include, but are not limited to, the following categories:

1. **Disciplinary Goals.** Programs may concentrate in, represent combinations of, or integrate studies in such areas as the standard music disciplines, computer science, engineering, design, animation, film/video, languages, the psychology of perception, and many others. Within music, new technologies may develop additional fields.

Programs may seek to use electronic media and technology as a tool to do work in a pre-existing field. Programs may also combine fields in various ways to develop new sets of knowledge and skills for various applications. Institutions may also seek to create new fields, or to address emerging niches in particular job markets.

2. **Technology Goals.** These range from how a technology works, to how to work it, to how to work with it, to how to do work with it, to how to understand it, to how to integrate it. Programs may concentrate on one or more technologies. Technology goals may also include how to build technologies, how technologies evolve, or the impacts of technology.
3. **Problem Solving Goals.** Each program represents a particular set of goals and objectives for identifying and solving problems. The level, nature, and complexity of the problems to be solved delineate the program's character and the projected accomplishments of its graduates.
4. **Delivery System Goals.** A wide variety of practices work as long as within each program or curriculum, delivery systems are consistent with the achievement of specific goals necessary to the success of that program. In addition to traditional formats, team-based teaching, learning, projects, and evaluations are common in electronic media programs.
5. **Specialization Goals.** The range here includes programs that provide a broad foundation as the basis for future specializations to programs that are specifically focused on a particular field or subparts thereof. Connections and specializations involving music, various design fields, photography, animation, film and video, Web/Internet applications, movement and dance, theatre, computer science, and pedagogies at various levels are among the most usual areas of focus.
6. **General Basic Goals for Education in Music.** Each program makes a choice regarding the extent to which it addresses foundation principles and techniques in and of themselves or in some combination with a more specialized purpose.
7. **General Liberal Education Goals.** A determination is made regarding the extent to which elements or composite goals for education in the humanities, sciences, social sciences, and other arts are included in the program.

In reviewing majors in or based on electronic media and technology, the Commission will consider the extent to which electronic technology is used in the context of programs in the standard music disciplines discussed elsewhere in the *Handbook*. Given the extent to which electronic media and technology are the focus of such programs, the standards in this section may apply along with the standards for the home field. Programs with goals and objectives centered on new approaches and combinations will be reviewed by the standards in this section and, as applicable, by those that address distance learning and disciplines in combination.

All curricula must meet applicable operational standards and general standards for education and training programs. In addition:

1. Specific coherent goals and objectives shall be developed and published that include, but are not limited to (1) subject matter, techniques, technologies, disciplines, or issues to be addressed; (2) content, methods, and perspectives used to consider subject matter, techniques, technologies, disciplines, or issues to be addressed; (3) expectations regarding breadth and depth, including the degree of specialization; (4) expectations regarding problem setting and solving capabilities; (5) aspirations for specific artistic, intellectual, scientific, or other disciplinary engagement.
2. Curriculum and other program requirements shall be consistent with goals and objectives.
3. The program title shall be consistent with its curriculum content.
4. Applicable prerequisites for courses or curricula shall be clearly stated, especially with regard to levels of competence in specific disciplines or technologies central to the artistic or educational purposes and content of the program. The institution must have means for assessing the extent to which prospective students meet these requirements before they are accepted or enrolled.
5. The institution must determine and publish any technical equipment requirements for each program or course. The institution must have means for assessing the extent to which prospective students meet these requirements before they are accepted or enrolled.
6. There must be clear descriptions of what students are expected to know and be able to do upon completion, and effective mechanisms for assessing student competencies against these expectations. Normally, expectations and competencies can be related to all or several of the seven goals areas outlined above. The level of the competency expected shall be consistent with the level of the degree or program offered.
7. The institution must be able to substantiate any claims for preparation of students for entry into specific vocations or professions.

Information required in items 1, 4, 5, and 6 above must be presented in catalogs and promotional materials available to the public.

As in the case with all curricula, the institution must provide adequate resources and demonstrate that programs are meeting their artistic and educational goals in terms of student competencies.

O. Community Involvement and Articulation with Other Schools

Although degree-granting institutions will vary in the intensity of their community involvement according to their various objectives and types of program offerings, it is expected that all degree-granting music units will cooperate with local schools, performing organizations, and arts agencies.

It is expected that baccalaureate degree-granting music units will assume joint responsibility for working cooperatively to facilitate the articulation of community/junior college and senior college programs: for example, the development of validation examinations, state and/or regional articulation committees, and procedures for maintaining current information regarding credit and admission policies.

P. Non-Degree-Granting Programs for the Community

Many degree-granting music units offer non-degree-granting programs of study for children, youth, and adults in their communities. These range from private lessons with collegiate instructors to large, institutionalized programs with specialized professional faculty and administration. “Community music school,” “preparatory program,” “laboratory school,” and “community division” are among the many titles used to designate such programs when they have a specific published identity.

When a degree-granting institution offers non-degree-granting programs—with a specific published identity and at least one specifically designated administrator—that serve individuals in their communities in a pre-professional or avocational context, the part of the music unit so designated and the programs it offers must meet the following standards in order to protect the institution’s name and its accreditation status as a music unit:

1. Specific goals and objectives, correlated with those of the degree-granting music unit and the institution as a whole, must be developed and published.
2. Goals and objectives for separate programs and the effort as a whole must clarify priorities among musical and other important purposes.
3. Operations must reveal coherent achievement of goals and objectives (a) within each specific pre-professional or avocational program, (b) among pre-professional and avocational programs as a group, and (c) between the pre-professional and avocational program and degree-granting programs.
4. Functional principles in the NASM operational standards for degree-granting music programs (Section II of these Standards) shall be visible in the organizational and management relationship between the degree-granting and non-degree-granting elements of the total music effort, and shall support the achievement of educational results as specified by programmatic goals and objectives.
5. Titles of programs and terminology must be consistent with content and programmatic focus. For example, use of the term “community” implies open opportunity for all; the term “laboratory,” units or programs involving the majority of intern teachers from pedagogy programs.
6. A review of each instructional program demonstrates that:
 - (a) Students are achieving a measurable degree of technical mastery in at least one of the traditional or innovative techniques appropriate to their area of study;
 - (b) Students are developing an effective work process and a coherent set of ideas and goals appropriate to their level of study;
 - (c) Students are developing a significant body of skills sufficient to produce work consistent with the goals of their programs.
7. The offering of non-degree-granting credentials such as certificates and diplomas shall be consistent with NASM standards for such programs.

Q. Evaluation, Planning, and Projections

Evaluations provide analyses of current effectiveness; planning provides systematic approaches to the future; and projections create understanding of potential contexts and conditions.

The music unit shall evaluate, plan, and make projections consistent with and supportive of its mission, goals, and objectives, and its size and scope. Techniques, procedures, time

requirements, and specific methodologies used for evaluation, planning, and projections shall be developed by the music unit appropriate to the natures of the music disciplines offered at the institution. The music unit shall ensure that appropriate individuals are involved and appropriate information is available to accomplish the goals and scope of each evaluation, planning, and projections project. For example, students normally have regular opportunities to evaluate formally the curricular experiences in which they participate.

Evaluation, planning, and making projections are a set of activities that relate to all aspects of a music unit's work. Each music unit must determine the scope, breadth, and degree of formal systematic attention to this set of interconnected activities as it makes decisions about (1) mission, goals, and objectives; (2) present and future operational conditions; (3) resource allocation and development; and (4) specific programs and services.

Evaluation, projection, and planning associated with adding, altering or deleting curricula must address multiple, long-term programmatic and resource issues.

The music unit shall demonstrate that the educational and artistic development of students is first among all evaluative considerations. Regular, systematic attention shall be given to internal and external indicators of student achievement. Internal evaluation and reporting of evaluation of student achievement differentiates among levels of quality and among attainments. When various levels of programs are offered in the same field of study, differences in expectations about achievement must be specified.

Music units have available a broad range of evaluation techniques such as juries, critiques, course-specific and comprehensive examinations, institutional reviews, peer reviews, and the performance of graduates in various settings. The indicators chosen shall be analyzed and organized to produce a composite picture of the extent to which the educational and artistic goals and objectives of the music unit are being attained. In turn, this information is used as an integral part of planning and projection efforts. The music unit shall be able to demonstrate that students completing programs have achieved the artistic and educational levels and competencies outlined in applicable NASM standards.

Evaluation, planning, and projection must be pursued with sufficient intellectual rigor and resource allocations to be effective. However, the institution and the music unit should ensure and make clear that evaluation, planning, and projection development exists to serve the music unit's programs, rather than the reverse.

Evaluation, planning and projection should contribute to general understanding about the relationships of parts to wholes, both for the music unit and its component programs. They should result in successful management of contingencies, opportunities, and constraints. They should produce realistic short- and long-term decisions. They should ensure a productive relationship between priorities and resource allocations.

R. Operational Standards for All Institutions for Which NASM Is the Designated Institutional Accreditor

Additional operational standards that apply to institutions for which NASM is the designated institutional accreditor may be found in Appendix I.A. Such institutions may or may not have regional or other institutional accreditation; they may be degree- or non-degree-granting; they may be not-for-profit or proprietary.

S. Operational Standards and Procedures for Proprietary Institutions

Additional operational standards that apply to proprietary institutions may be found in Appendix I.B.

III. REQUIREMENTS FOR ADMISSION TO CURRICULA LEADING TO BACCALAUREATE DEGREES IN MUSIC

A. Admission by High School Diploma

- 1. Admission policy.** Admission policy at the undergraduate level should be clearly stated with respect to students entering from high schools. Admission standards should compare favorably with those of the college or university as a whole.
- 2. Musicianship.** The musical background required for admission to curricula leading to a degree must include the ability to relate musical sound to notation and terminology both quickly and accurately enough to undertake basic musicianship studies in the freshman year.
- 3. Performance.** The level of achievement in music performance shall be a significant factor in determining eligibility for entrance. Since the high school record does not usually give evidence of competence in performance, each member institution is urged to require an audition or a tape recording in support of the application for admission.

B. Admission to Advanced Standing

Students who are able to pass examinations in music demonstrating competence beyond that required for entrance may be exempted from one or more college-level courses in the subject or subjects covered by the examinations, provided that such demonstration of competence is conformed by further successful study in residence in the same field.

C. Admission by Transfer of Credits

Students may be admitted on presentation of a satisfactory transcript from an accredited collegiate institution.

For standards covering the granting of course credits to transfer students, see above under Section II.I.3 (“Transfer of Credit”).

IV. POLICIES REGARDING THE APPLICATION OF BACCALAUREATE STANDARDS

The Association recognizes two generic types of degrees as preparation for work in the profession. To be consistent with general academic practice, these degrees are labeled “professional” degrees and “liberal arts” degrees. Each of these degrees has distinct overall goals and objectives reflected in the curricular time accorded to music and to other curricular components. The liberal arts degree focuses on music in the context of a broad program of general studies. The professional degree focuses on intensive work in music supported by a program of general studies.

Percentages of total curricular time devoted to specific areas define the goals, objectives, character, titles, and academic currency of degree programs. Variation from percentages specified at various points throughout the standards will not necessarily preclude accreditation, but logical and convincing reasons must be presented that address (1) the development of student competencies required by the standards for each degree program, and (2) consistency of degree titles, goals and objectives, content, and character of each degree program. Institutions must establish and apply curricular requirements that maintain the integrity of degree types and titles.

In calculating curricular structures, the Association uses a four-year degree program of 120 semester hours or 180 quarter hours as the basis for determining percentages of various components. For institutions with program requirements beyond 120 semester hours or 180 quarter hours, the combined percentage of components will exceed 100%.

All baccalaureate degrees in music must meet the NASM Standards outlined below under Section V.

NASM reviews and lists these degrees according to applications of the following criteria:

A. “Professional” Degrees

Baccalaureate degrees meeting “professional” degree standards normally requiring at least 65% music content in the case of majors in performance, theory, composition, history/literature, sacred music, and jazz studies, and at least 50% music content in the case of majors in music education, music therapy, and certain other combined degrees are listed as Bachelor of Music, with the specific major areas listed as outlined above. *NASM recognizes that some institutions are chartered to offer only the Bachelor of Arts or Bachelor of Science degree. When these institutions offer a baccalaureate degree meeting “professional” degree standards, the degree is listed as Bachelor of Arts or Bachelor of Science with the specific major areas listed as outlined above.*

The standards common to all these degrees are found below under Section VII. The standards appropriate to the specific major areas of interest are found below under Section VIII.

B. “Liberal Arts” Degrees

Baccalaureate degrees meeting “liberal arts” degree standards normally requiring between 30% and 45% music content are listed as Bachelor of Arts in Music or Bachelor of Science in Music regardless of specific options for emphasis offered by the institutions in the context of the liberal arts format. The music content shall include performance, musicianship and elective studies in music. The standards appropriate to this degree are found below under Section VI.

C. Areas of Emphasis

Neither NASM nor the institution will designate an option as a major unless course work in the specialized area comprises at least 25% of the curriculum. Options with less course work may be designated areas of emphasis in institutional publications, but will not be listed by NASM. Normally, in order to designate an area of emphasis, course work in the area of emphasis occupies at least 10% of the total curriculum.

D. Combined Degrees

All baccalaureate degrees with titles signifying a combined program such as theory and composition, performance and pedagogy, etc., must satisfy the essential competencies, experiences, and opportunities stated by NASM for majors in each of the areas combined.

E. Two-Year Degree-Granting Programs

Two-year degree-granting programs in music are normally offered within the following general contexts: (a) terminal offerings which have an occupational emphasis; (b) terminal offerings providing instruction in music as an element of liberal education, without the intention of training for music occupations; (c) programs intended to prepare students for continuing study toward liberal arts or professional baccalaureate degrees in music.

Associate degree programs offering music courses in a terminal two-year program of occupational studies should follow standards and guidelines for non-degree-granting institutions for their music curricula.

Associate degree programs offering music courses as a major in a terminal two-year program of liberal studies should use as guidelines the standards for four-year institutions offering liberal arts degrees.

Associate degree programs offering music courses in a curriculum intended to lead, by transfer, to baccalaureate degree programs should follow the standards and guidelines for the music major transfer program found under the Community/Junior College section of this *Handbook*.

Two-year programs operated by community/junior colleges will be reviewed by the Commission on Community/Junior College Accreditation. Two-year degree-granting programs operated by four-year undergraduate institutions or graduate institutions will be reviewed by the Commission on Accreditation.

V. GENERAL STANDARDS FOR GRADUATION FROM CURRICULA LEADING TO BACCALAUREATE DEGREES IN MUSIC

Musicians work in many contexts. Music influences and is influenced by ideas, events, and trends. Musicians influence culture both through the practice of music and through interactions with musicians, other professionals, and the public. All undergraduate curricula should provide the basic foundation for addressing these conditions and responsibilities.

A. Musicianship

1. **Purpose.** Musicianship is the body of knowledge, skills, practices, and insights that enables music-making at any level. To some extent, every musician functions regularly as performer, listener, historian, composer, theorist, and teacher. Completion of an undergraduate program in music indicates acquisition of sufficient musicianship to perform these functions appropriate to the areas of concentration and to communicate effectively across the specializations of musical practice.

For this reason, certain subjects, learning processes, and approaches to creativity are common to all baccalaureate programs in music. The particular format and details of the curricula utilized to achieve such breadth are the responsibility of each institution. Goals, objectives, size, scope, and resources shape the means used to fulfill this responsibility. Specific means will vary from institution to institution.

2. **Content.** Musicianship begins with acquisition of fundamental competencies such as aural and rhythmic skills, the reading of notation, and the use of musical terminologies. Development then proceeds through constant use and expansion of previously acquired skills.

The content of traditional course work in musicianship such as sight-singing, ear-training, harmony, keyboard harmony, counterpoint, orchestration, conducting, and music literature is important. However, this content can be organized and taught in a variety of ways to produce comprehensive musical competence.

Consequently, undergraduate musicianship studies focus on: (1) conceptual understanding of musical components and processes; (2) continued practice in creating, interpreting, presenting, analyzing, and evaluating music; (3) increasing understanding of various musical cultures and historical periods; (4) acquiring capacities to integrate musical knowledge and skills; and (5) accumulating capabilities for independent work in the music professions.

B. General Studies

Studies in other areas of human achievement are important in the education of musicians. Students must have the ability to speak and write clearly and effectively. Students should have opportunities for study in natural and physical sciences, social sciences and communications, as well as in other areas of the arts and humanities. Since the musician must be equipped to function and interact with the total society, to adapt to changes in the society, and to fulfill a role as a public advocate for music, individuals should be encouraged to select offerings that will be significant throughout their lives. Curricular patterns must be flexible in order to accommodate the career options of students, and institutions are encouraged to experiment with innovative ideas in curricular design.

Some music courses, if conceived and taught in relation to other realms of human experience, may be appropriately included in the category of general studies. Some music history or music literature courses or courses in acoustics or aesthetics, may meet this criterion. Conversely, many areas of inquiry from general education are directly supportive of various specializations in music. Language study is essential to the student majoring in voice performance or music history; computer science may be important to the music major concentrating in music theory or composition; biology and human physiology have direct application for the student in music therapy; and various types of historical studies apply directly to such music specializations as music history or sacred music. The selection of courses in general studies appropriate to each particular area of music concentration is best determined by the faculty and students of each individual institution.

C. Relationships Between Musicianship and General Studies

The combined influence of musicianship and general studies is profound and far-reaching in establishing a foundation for artistic and intellectual development. Ideally, this foundation enables students to acquire: (1) an awareness of differences and commonalities regarding work in artistic, scientific, and humanistic domains; (2) a personal artistic/intellectual mission; and (3) a sense of individual responsibility for cultural development as a whole and musical development in particular.

D. Professional Health

Institutions should assist students to acquire knowledge from qualified professionals regarding the prevention of performance injuries.

E. Residence

No degree shall be granted by a member school of NASM unless the student has fulfilled the established residence policy of the institution.

VI. STANDARDS FOR THE LIBERAL ARTS DEGREE WITH A MAJOR IN MUSIC

The Bachelor of Arts or Bachelor of Science with a major in music indicates the study of music in a liberal arts degree framework. Within this framework, emphases in various areas of music are dependent on the needs of students and the objectives and resources of specific educational institutions. However, in all Bachelor of Arts or Bachelor of Science programs there should be broad coverage of music rather than heavy concentration on any single segment. Studies develop musicianship, capabilities in the use of principles and procedures that lead to an intellectual grasp of the art, and the ability to perform.

This program is appropriate for undergraduates who wish to major in music as a part of a liberal arts program irrespective of specific career aspirations. It serves individuals who seek a broad program of general education rather than intense specialization in the undergraduate years.

A. General Education

The principal goals of general education in undergraduate liberal arts programs with a major in music are:

1. The ability to think, speak, and write clearly and effectively. Students who earn liberal arts degrees must be able to communicate with precision, cogency, and force.
2. An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences; with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.
3. An ability to address culture and history from a variety of perspectives.
4. Understanding of, and experience in thinking about, moral and ethical problems.
5. The ability to respect, understand, and evaluate work in a variety of disciplines.
6. The capacity to explain and defend one's views effectively and rationally.
7. Understanding of and experience in art forms other than music.

These goals are usually achieved by studies in English composition and literature; foreign languages; history, social studies, and philosophy; visual and performing arts; natural science and mathematics. Achieving such goals for each student implies effective pre-college study, regular testing and counseling, and flexibility in course requirements. General studies normally occupy 55% to 70% of the total curriculum.

B. Musicianship

Musicianship studies appropriate to the liberal arts degree must produce:

1. The ability to hear, identify, and work conceptually with the elements of music—rhythm, melody, harmony, and structure.
2. An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.
3. An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources.
4. The ability to develop and defend musical judgments.

There is no one division of content, courses, and credits appropriate to every situation. However, these competencies should be pursued through making and listening to music. Musicianship studies normally occupy 20% to 25% of the curriculum.

C. Performance and Music Electives

Performance studies appropriate to the liberal arts degree should produce:

1. Ability in performing areas appropriate to the student's needs and interests.
2. Ability to sight read.
3. An understanding of procedures for realizing a variety of musical styles.

Instruction in a performing medium, participation in large and small ensembles, and experience in solo performance develop these competencies.

Institutions have various policies concerning the granting of credit for performance studies in liberal arts curricula, including the relegation of performance to extracurricular activity. These policies are taken into account when curricular proportions are considered.

In addition to electives in general education, further studies in such areas as music history and literature, theory, composition, improvisation, and performance should be possible through additional course work.

The combined areas of Performance and Music Electives normally occupy 10% to 20% of the curriculum.

NOTE: Institutions chartered at the undergraduate level to offer only the Bachelor of Arts or the Bachelor of Science degree may, within these degree titles, offer curricula with objectives consistent with those for professional undergraduate degrees. In these cases, standards indicated elsewhere for Bachelor of Music and Bachelor of Music Education degrees are applicable.

VII. COMPETENCIES COMMON TO ALL PROFESSIONAL BACCALAUREATE DEGREES IN MUSIC AND TO ALL UNDERGRADUATE DEGREES LEADING TO TEACHER CERTIFICATION

Students must acquire the common body of knowledge and skills that constitutes a basic foundation for work and continuing growth as a music professional. While emphases and balances among these competencies appropriate for particular degree programs are a prerogative of the institution, each has the responsibility of ensuring basic competence in all areas of the common body of knowledge and skills outlined below. Institutions shall make clear the levels of competency in each of the areas necessary to graduate. Institutions are responsible for providing sufficient lessons, classes, ensembles, repertory requirements and opportunities, performance attendance requirements, and other experiences to develop the common body of knowledge and skills.

Institutions are also responsible for defining how development of essential competencies will be assigned among various curricular offerings and for determining student evaluation procedures. These standards do not require a course for each competency. Institutions are encouraged to be creative in developing courses and other formal experiences that engage and integrate several or all of the requisite competencies.

A. Performance

Students must acquire:

1. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
2. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
3. The ability to read at sight with fluency.
4. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
5. Keyboard competency. Experiences in secondary performance areas are recommended.

6. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

Normally, performance study and ensemble experience continue throughout the baccalaureate program.

B. Aural Skills and Analysis

Students must acquire:

1. An understanding of the common elements and organizational patterns of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
2. Sufficient understanding of musical forms, processes, and structures to use this knowledge in compositional, performance, scholarly, pedagogical, and historical contexts, according to the requisites of their specializations.
3. The ability to place music in historical, cultural, and stylistic contexts.

C. Composition and Improvisation

Students must acquire:

1. Rudimentary capacity to create derivative or original music both extemporaneously and in written form.
2. The ability to compose, improvise, or both at a basic level in one or more musical languages, for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in non-traditional ways.

D. History and Repertory

Students must acquire:

1. A basic knowledge of music history through the present time.
2. An acquaintance with repertories beyond the area of specialization. All students must be exposed to a large and varied body of music through study and attendance at recitals, concerts, opera and musical theatre productions, and other performances.

With regard to specific content, music has a long history, many repertories, and multiple connections with cultures. Content in and study of these areas are vast and growing. Each institution is responsible for choosing from among this material when establishing basic requirements. Each is responsible for breadth and depth, and for setting proportions between them. Content choices and emphases, as well as means for developing competency, reflect institutional mission, areas of concentration offered, and the goals of the music unit.

E. Technology

Students must acquire:

1. A basic overview understanding of how technology serves the field of music as a whole.
2. Working knowledge of the technological developments applicable to their area of specialization.

F. Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students should be:

1. Working independently on a variety of musical problems by combining their capabilities in performance; aural, verbal and visual analysis; composition and improvisation; and history and repertory.
2. Forming and defending value judgments about music.
3. Acquiring the tools to work with a comprehensive repertory, including music from various cultures of the world and music of their own time.
4. Understanding basic interrelationships and interdependencies among the various professions and activities that constitute the musical enterprise.

VIII. COMPETENCIES, STANDARDS, GUIDELINES, AND RECOMMENDATIONS FOR SPECIFIC BACCALAUREATE DEGREES IN MUSIC

The Bachelor of Music degree is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts, and sensitivities essential to the professional life of the musician. In any of many possible roles, the professional musician must exhibit not only technical competence, but also a broad knowledge of music and music literature, the ability to integrate musical knowledge and skills, sensitivity in musical style, and an insight into the role of music in intellectual and cultural life.

While admission to a program leading to the degree will be subject to broad institutional admission policies, emphasis should be on evidence that the candidate possesses exceptional talent, the potential to develop high-level musicianship, artistic sensibilities, and above all, a strong sense of commitment. Students should be evaluated and screened for continuation periodically throughout the degree program.

The standards, guidelines, and recommendations that follow focus on common goals. Individual institutions and their faculty members should be encouraged to experiment with curricular patterns and modes. Experimentation might lead to major programs of study not specifically included below. Innovation in method and course organization is encouraged.

Regardless of their objectives or formats, all professional undergraduate degree programs must:

- § Meet the operational and curricular standards presented in the *NASM Handbook* that are applicable to all programs of their type.
- § Ensure that curricular programs with majors in specific areas of specialization are represented and taught by faculty with appropriate training and experience in that area of specialization.

For all Bachelor of Music degrees except those in music education, music therapy, and certain combined curricula, regardless of the specific distribution, normally at least 65% of a typical 120–124 semester hour degree program is in music courses.

The areas of specialization below share certain common goals. Upon completion of any specific program:

- § Students must demonstrate achievement of professional, entry-level competence in the area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals which are evident in their work. Studies in the area of specialization must continue throughout the degree program.

- § Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or presentation in the major area is recommended.
- § Students must have the ability to communicate musical ideas, concepts, and requirements to professionals and lay persons related to the practice of the major field. Such communication may involve musical, oral, written, and visual media.
- § Students must have opportunities to build musicianship to an advanced level and to broaden knowledge of musical elements, structure, repertoires, and contexts.

Other goals for the Bachelor of Music degree are strongly recommended:

- § Student orientation to the nature of professional work in their major field. Examples are: organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and developmental potential. Students should be especially encouraged to acquire the entrepreneurial skills necessary to assist in the development and advancement of their careers.
- § Student experience with broadly based examples of excellence in various musical professions.
- § Opportunities for students to develop teaching skills, particularly as related to their major area of study.
- § Opportunities for continuous development of improvisational skills whether as an aspect of composition, musicianship, or performance studies.
- § Opportunities for students to explore areas of individual interest related to music in general or to the major. Examples are: music bibliography, notations, aesthetics, acoustics, performance practices, and specialized topics in history, musicology/ethnomusicology, and analysis. Some provision should be made for independent study, defined as learning activities with a minimum of guidance but with appropriate evaluation of completion. Independent studies should emphasize individual creativity and synthesis of a broad range of musical knowledge and skills.

A. Bachelor of Music in Performance

1. **Curricular Structure.** Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in performance. Curricula to accomplish this purpose normally adhere to the following guidelines: study in the major area of performance, including ensemble participation, pedagogy courses, independent study, and recitals, should comprise 25% to 35% of the total program; supportive courses in music, 25% to 35%; general studies, 25% to 35%; and elective areas of study, 10% to 15%. Elective courses should remain the free choice of the student. Studies in the major area and supportive courses in music normally total at least 65% of the curriculum.

Although course work in pedagogy and collaborative functions such as accompanying and chamber music is common in the degree Bachelor of Music in Performance, some institutions delay until the graduate level the offering of degree programs in these specialties. The Bachelor of Music in Accompanying or Pedagogy or Collaborative Keyboard is justified only if the institution is adequately staffed and equipped to offer a significant number of specialized courses in the major, including performance studies in the primary instrument. Normally, these occupy at least 25% of the curriculum. Standards for the Bachelor of Music in Pedagogy are found in Section G below. Bachelor of Music programs in performance with less course work in pedagogy than required in Section G, or with less than 25% course work in the accompanying or collaborative keyboard major, but more than a

